The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee

AGENDA

Monday, January 6, 2020, 7:00 p.m.

Chairperson: Trustee Duncan

Pages

A. COMMENCEMENT OF MEETING 7:00 PM

A.1 Acknowledgement of Traditional Territories 7:05 PM

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2 Approval of the Agenda

Recommended Motion:
That the January 6, 2020 Education Policy and Directions Committee agenda be approved.

A.3 Approval of the Minutes 1

Recommended Motion:
That the December 2, 2019 Education Policy & Direction Committee meeting minutes be approved.

A.4 Business arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE 7:10 PM

B.1 Reading Recovery / Amee Ballantyne / Teacher (GVTA)

B.2 Reading Recovery / Audra Cullen & Christy Haymes / Teachers (GVTA)

B.3 Reading Recovery / Shari Worsfold / Reading Recovery Teacher Leader (GVTA)

C. NEW BUSINESS 7:25 PM

C.1 Introduction of Student Representatives

Leonie Ebert – Lambrick Park Secondary

C.2 Board/Authority Authorized Courses - Colin Roberts 4

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) approve the new Board/Authority Authorized courses: Automotive Service Technician 12a, 12b, 12c and 12d; Professional Cook 11a, 11b, 12a and 12b; Reconnecting Youth 11; Brazilian Jiu Jitsu 11 and 12; Explorations in Computers 11 and 12.

C.3 Learning Support Team Annual Report - Harold Caldwell 65

C.4 Learning Team Annual Report - Louise Sheffer 74

C.5 Reading Recovery - Trustee Painter

Recommended Motion:
That the Board of Education of Greater Victoria (School District 61) instruct the Equity Committee to make recommendations for making reading recovery available to all elementary schools in the district.

D. NOTICE OF MOTION 8:45 PM

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

Recommended Motion:
That the meeting adjourn.

Education Policy and Directions Committee
December 2nd, 2019 – Tolmie Board Room

MINUTES

Committee Members Present: Nicole Duncan - Chair, Tom Ferris, Ryan Painter

Regrets: Diane McNally

Other Trustees Present: Rob Paynter

Administration: Shelley Green - Superintendent, Kim Morris - Secretary-Treasurer, Greg Kitchen – Associate Superintendent, Colin Roberts - Associate Superintendent, Louise Sheffer – Director, District Team, Harold Caldwell – Director, District Team, Andy Canty – Director of Information Technology for Learning, Cindy Graf - GVTA Representative, Shawna Abbott - CUPE 947 Representative, Jodi Whiteman - VCPAC President, Andree Porter – Executive Assistant (recorder)

The meeting was called to order at 7:00 p.m.

Chair Duncan recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn and we do our work.

A. COMMENCEMENT OF MEETING

A1. Approval of the Agenda

It was moved by Trustee Painter

That the December 2, 2019 Education Policy and Directions agenda be approved.

Motion Carried Unanimously

A2. Approval of the Minutes

It was moved by Trustee Ferris

That the November 4th, 2019 Education Policy and Directions Committee Minutes be approved.

Motion Carried Unanimously

A3. Business Arising from the Minutes – None

B. PRESENTATIONS TO THE COMMITTEE

B1. Parents for Early Language Education / Marc Cittone

B2. Parents for Early Language Education / Chris Hazeldine

B3. Parents for Early Language Education / Melinda Jolley

B4. Behaviour Management App "Class Dojo" Concerns / Dr. Cara Gibson

C. NEW BUSINESS

C1. Introduction of Student Representatives

Superintendent Shelley Green advised that there were no student representatives available for the meeting.

C2. Industry Training Authority Scholarship Recognition

Lindsay Johnson, District Vice Principal of Pathways and Partnerships, Kevin Blecic, Youth Work in Trades District Coordinator and former Youth Apprentice Coordinator Don Cameron presented 10 GVSD secondary students with the Industry Training Authority's Youth Work in Trades award along with a $1000 award from the Ministry of Education. Each student logged at least 900 work based training hours in their chosen trades (Electrician, Cook, Welder, Mechanic, Carpenter, Hair Stylist, Pipe-fitter/Plumber) while still school age, maintaining a C+ average in their grade 12 courses and graduated with a Dogwood Diploma.

Committee Chair Nicole Duncan extended her congratulations on behalf of the Board of Education, noting that this achievement showcases each student's hard work and dedication to their schooling and future pathways.

C3. ISP Annual Report

Jeff Davis, Director of the International Student Program, provided the committee with a walkthrough of the ISP Annual Report. The group reviewed the status of goals and main strategies listed on the Operational Plan Progress Report. Mr. Davis highlighted next steps and questions of clarification were asked.

C4. Literacy App Update

Louise Sheffer, Director of Learning – District Team and Maria Nordstrom, Learning Support Teacher (Craigflower School) provided the committee with an overview/update regarding the Literacy App. The Literacy App was created for GVSD partners; the Songhees & Esquimalt Nations, with the purpose of monitoring literacy growth and progress for on-reserve students. The functionalities of the app and it's reporting capabilities were highlighted. The next steps will be to meet with the Esquimalt and Songhees Nations to review the application and obtain feedback. Questions of clarification were asked.

C5. Diversity & Inclusion Forum Update

Deputy Superintendent Deb Whitten provided an overview of the November 28th 2019 Diversity & Inclusion Forum. Facilitated by Dr. Leyton Schnellert, Dr. Wendy Carr & Shelly Niemi, approximately 90 attendees reviewed the following topics: Indigenous Learners, LGBTQA+ Learners and Neuro-diverse Learners and Learners with Disabilities. Ms. Whitten noted that the feedback received from the forum attendees was that they would like to see more opportunities to take part in similar events. A second Diversity & Inclusion Forum with a focus on student voice has been scheduled for April 1st 2020.

C6. IT for Learning - Data Privacy & Security Update

Andy Canty, Director of Information Technology for Learning, provided the committee with an update regarding the current work being done by the IT for Learning department to stay on top of any data privacy & security concerns. Questions of clarification were asked.

C7. Late French Immersion Program Review

Associate Superintendent Colin Roberts provided a follow up in regards to the Late French Immersion program Review and recent feedback received from parents following the consultation. The next steps for implementation by September 2020 were highlighted. Questions of clarification were asked.

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

It was moved by Trustee Ferris :

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 9:43 p.m.

Greater VICTORIA School District

DEB WHITTEN, DEPUTY SUPERINTENDENT 250-475-4117
GREG KITCHEN, ASSOCIATE SUPERINTENDENT 250-475-4220
COLIN ROBERTS, ASSOCIATE SUPERINTENDENT 250-475-4220

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8 FAX: 250-475-4115

To: **Education Policy and Directions Committee**

From: **Colin Roberts, Associate Superintendent**

Date: **January 6, 2020**

RE: **Board/Authority Authorized Courses – NEW Courses**

Please see below the list of new Grade 11 and 12 Board/Authority Authorized courses which require Board approval.

- Automotive Service Technician 12a, 12b, 12c and 12d
- Professional Cook 11a, 11b, 12a and 12b
- Reconnecting Youth 11
- Brazilian Jiu Jitsu 11 and 12
- Explorations in Computers 11 and 12.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the new Board/Authority Authorized courses: Automotive Service Technician 12a, 12b, 12c and 12d; Professional Cook 11a, 11b, 12a and 12b; Reconnecting Youth 11; Brazilian Jiu Jitsu 11 and 12; Explorations in Computers 11 and 12.

Automotive Service Technician 12a, 12b, 12c, 12d

School District/Independent School Authority Name: Greater Victoria School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** 61
Developed by: Chris Wignall / Lindsay Johnson / Jon Hamlin	**Date Developed:** December 2019
School Name: Esquimalt High	**Principal's Name:** Tina Pierik
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Automotive Service Technician	**Grade Level of Course:** 12a, 12b, 12c, 12d
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Special Training, Facilities or Equipment Required: The teacher should be a Technology Education specialist. The learning space should have a classroom setting for up to 18 students to do theory work and an automotive shop equipped to a "Train (ITA)" level for up to 18 students to do practical work based on the level 1 Automotive Service Technician Apprenticeship as outlined by the Industry Training Authority (ITA).

Course Synopsis: This course is designed to enable students to pursue an apprenticeship in the automotive field by successfully completing their Level 1 Automotive Service Technician technical training at a post-secondary institution and passing their *Certificate of Qualification Industry Training Authority* exam. Students will also complete 100 hours of work experience (MWEX 12A). Students need to complete both the theory and practical applications of the modules covered. The hands on practical component of the course provides the opportunity to apply and refine theoretical components, as well as refine workplace and employment skills. The course is based on the level 1 Automotive Service Technician Apprenticeship Industry Training Authority curriculum.

Goals and Rationale: Increasing the number of young people with their Level 1 Automotive Service Technician technical training will create more apprenticeships for young people to help with the industry need as outlined in the provincial Labour Market Report. Industry, education, and government recognize the need for the training of individuals for the automotive industry, especially with the increasing complexity of the industry, which is coupled with an ever-increasingly aged automotive technician workforce. Creating opportunities for this in-depth training, laddering into a post-secondary training is a viable solution. It is important for students to have the opportunity for personal and professional development while gaining lifelong skills and knowledge. They will be able to think critically, use cross-disciplinary logic, math, and science knowledge and skills, as well as become familiar with the complex existing and emerging technologies that will enable them to become more employable in the automotive industry. Students can use the skills and knowledge gained to access further post-secondary education in the automotive field, as well as other fields such as engineering and business. The knowledge and skills learned in this course will enhance everyday experiences for the learner, and enable them to get more out of their academic, vocational, and personal lives.

Indigenous Worldviews and Perspectives:

- **Connectedness and Relationship**: Working together, in a collaborative setting will help increase student success and strengthen relationships in this course.
- **Awareness of History:** Understanding the history of automotive technology is an important part of the course.
- **Experiential Learning:** You learn by doing - actively engaging with the process.
- **Learning involves recognizing the consequences of ones' actions:** Mistakes in automotive work can be dangerous. The consequences of not following process and protocol can put others in jeopardy.
- **Learning involves patience and time:** Learning these skills requires practice, repetition, and repeated attempts. Patience is required for all of this.

Course Name: Automotive Service Technician **Grade:** 12a

BIG IDEAS

Understanding and demonstrating safety procedures is critical to success in the automotive industry	Automotive technology is rapidly evolving and requires more diverse skills than ever before.	The automotive industry remains a viable and profitable profession in our province.	Communication is an important skill within many aspects of this industry.	A commitment to life-long learning and continual training will benefit anyone working within the automotive industry.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Safe work environment** • Apply safe work practices. **Personal Protective Equipment (PPE) and Safety Equipment** • Select and use personal protective equipment (PPE). • Use shop emergency equipment and procedures. **Tools and equipment** • Use tools and equipment. • Demonstrate safe use of welding equipment. **Fasteners, tubing, hoses, and fittings** • Use fasteners. • Describe tubing, hoses, fluids, fittings, and belts. **Hoisting and lifting equipment** • Describe hoisting and lifting safety procedures. • Use hoisting and lifting equipment. **Technical information** • Describe technical information.	*Students are expected to know the following:* **Perform Safety-Related Functions** ● Safe work environment ● Personal Protective Equipment (PPE) and safety equipment **Use Tools, Equipment, and Documentation** ● Tools and equipment ● Fasteners, tubing, hoses, and fittings ● Hoisting and lifting equipment ● Technical information **Use Communication and Mentoring Techniques** ● Communication techniques **Diagnose and Repair Electrical Systems and Components** ● Basic wiring and electrical systems ● Starting and charging systems and batteries **Diagnose and Repair Steering and Suspension, Braking, Control Systems, Tires, Wheels, Hubs and Wheel Bearings** ● Suspension and control systems

• Use technical information. **Communication technique** • Demonstrate two-way communication • Use active listening • Use digital communication technologies **Basic wiring and electrical systems** • Describe the fundamentals of electrical circuits and components. • Service and repair wiring. **Starting and charging systems and batteries** • Describe 12-volt batteries. • Service and test 12-volt batteries. • Charge 12-volt batteries. **Suspension and control systems** • Describe frame designs • Describe suspension systems • Describe frame designs **Tires, wheels, and hubs** • Describe wheels • Describe tire construction. • Describe Tire Pressure Monitoring System (TPMS) **Interior and exterior components, accessories, and trim** • Describe interior and exterior body components and trim **Diagnose and Repair Hybrid and Electric Vehicles** • Describe hybrid vehicle safety.	● Tires, wheels, and hubs **Diagnose and Repair Restraint Systems, Body Components, Accessories, and Trim** ● Interior and exterior components, accessories, and trim **Diagnose and Repair Hybrid and Electric Vehicles** ● Specific safety protocols for hybrid vehicles

Course Name: Automotive Service Technician **Grade:** 12b

BIG IDEAS

Understanding and demonstrating safety procedures is critical to success in the automotive industry	Automotive technology is rapidly evolving and requires more diverse skills than ever before.	The automotive industry remains a viable and profitable profession in our province.	Communication is an important skill within many aspects of this industry.	A commitment to life-long learning and continual training will benefit anyone working within the automotive industry.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Safe work environment** • Apply safe work practices. **Personal Protective Equipment (PPE) and Safety Equipment** • Select and use personal protective equipment (PPE). • Use shop emergency equipment and procedures. **Tools and equipment** • Use tools and equipment. • Demonstrate safe use of welding equipment. **Fasteners, tubing, hoses, and fittings** • Use fasteners. • Describe tubing, hoses, fluids, fittings, and belts. **Hoisting and lifting equipment** • Describe hoisting and lifting safety procedures. • Use hoisting and lifting equipment.	*Students are expected to know the following:* **Safety-Related Functions** ● Safe work environment ● Personal Protective Equipment (PPE) and safety equipment **Tools, Equipment, and Documentation** ● Tools and equipment ● Fasteners, tubing, hoses, and fittings ● Hoisting and lifting equipment ● Technical information **Use Communication and Mentoring Techniques** ● Communication techniques **Electrical Systems and Components** ● Basic wiring and electrical systems ● Starting and charging systems and batteries

Technical information
• Describe technical information.
• Use technical information.

Communication technique
• Demonstrate two-way communication
• Use active listening
• Use digital communication technologies

Basic wiring and electrical systems
• Describe the fundamentals of electrical circuits and components.
• Service and repair wiring.
• Read and interpret wiring diagrams
• Service and repair wiring
• Use electrical test equipment.
• Use scan tools

Starting and charging systems and batteries
• Describe 12-volt batteries.
• Service and test 12-volt batteries.
• Charge 12-volt batteries.

Suspension and control systems
• Inspect and service suspension systems

Tires, wheels, and hubs
• Inspect tires, wheels, and hubs.
• Service and repair tires and wheels.
• Service and repair hubs.

Interior and exterior components, accessories, and trim
• Repair interior and exterior components and trim

Diagnose and Repair Hybrid and Electric Vehicles
• Identify high voltage components

Steering and Suspension, Braking, Control Systems, Tires, Wheels, Hubs and Wheel Bearings
- Suspension and control systems
- Tires, wheels, and hubs

Restraint Systems, Body Components, Accessories, and Trim
- Interior and exterior components, accessories, and trim

Hybrid and Electric Vehicles
- Specific safety protocols for hybrid vehicles

Course Name: Automotive Service Technician **Grade:** 12c

BIG IDEAS

Understanding and demonstrating safety procedures is critical to success in the automotive industry	Automotive technology is rapidly evolving and requires more diverse skills than ever before.	The automotive industry remains a viable and profitable profession in our province.	Communication is an important skill within many aspects of this industry.	A commitment to life-long learning and continual training will benefit anyone working within the automotive industry.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Safe work environment** • Apply safe work practices. **Personal Protective Equipment (PPE) and Safety Equipment** • Select and use personal protective equipment (PPE). • Use shop emergency equipment and procedures. **Tools and equipment** • Use tools and equipment. • Demonstrate safe use of welding equipment. **Fasteners, tubing, hoses, and fittings** • Use fasteners. • Describe tubing, hoses, fluids, fittings, and belts. **Hoisting and lifting equipment** • Describe hoisting and lifting safety procedures. • Use hoisting and lifting equipment.	*Students are expected to know the following:* **Safety-Related Functions** ● Safe work environment ● Personal Protective Equipment (PPE) and safety equipment **Tools, Equipment, and Documentation** ● Tools and equipment ● Fasteners, tubing, hoses, and fittings ● Hoisting and lifting equipment ● Technical information **Communication and Mentoring Techniques** ● Communication techniques **Driveline Systems** ● Drive shafts and axles

Technical information
• Describe technical information.
• Use technical information.
Communication technique
• Demonstrate two-way communication
• Use active listening
• Use digital communication technologies

Diagnose and repair drive shafts and axles
• Assess driveline angle.

Diagnose and repair steering and control systems
• Describe steering columns
• Describe occupant restraints
• Describe steering linkage
• Describe conventional steering gears
• Describe rack and pinion steering gears
• Describe power steering
• Perform wheel alignment

Diagnose and repair braking and control systems
• Service and repair mechanical, hydraulic brake systems.
• Service power assist systems.
• Describe hydraulic brake systems
• Describe power assist systems

Diagnose and repair wheel bearings
• Describe hubs and bearings.
• Describe spindles and hubs.

Diagnose and repair wind noises, rattles, and water leaks
• Identify & describe common areas of concern for wind noise, rattles and water leaks.

Steering and Suspension, Braking, Control Systems, Tires, Wheels, Hubs and Wheel Bearings
- Steering and control systems
- Braking and control systems
- Wheel bearings

Restraint Systems, Body Components, Accessories, and Trim
- Wind noises, rattles, and water leaks
- Latches, locks, and movable glass

Hybrid and Electric Vehicles
- Specific safety protocols for electric vehicles (EV)

Diagnose and repair latches, locks, and movable glass • Describe latches, locks and movable glass. **Diagnose and Repair Hybrid and Electric Vehicles** • Describe hybrid and electric vehicle safety.	

Course Name: Automotive Service Technician **Grade:** 12d

BIG IDEAS

Understanding and demonstrating safety procedures is critical to success in the automotive industry	Automotive technology is rapidly evolving and requires more diverse skills than ever before.	The automotive industry remains a viable and profitable profession in our province.	Communication is an important skill within many aspects of this industry.	A commitment to life-long learning and continual training will benefit anyone working within the automotive industry.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Safe work environment** • Apply safe work practices. **Personal Protective Equipment (PPE) and Safety Equipment** • Select and use personal protective equipment (PPE). • Use shop emergency equipment and procedures. **Tools and equipment** • Use tools and equipment. • Demonstrate safe use of welding equipment. **Fasteners, tubing, hoses, and fittings** • Use fasteners. • Describe tubing, hoses, fluids, fittings, and belts.	*Students are expected to know the following:* **Safety-Related Functions** ● Safe work environment ● Personal Protective Equipment (PPE) and safety equipment **Tools, Equipment, and Documentation** ● Tools and equipment ● Fasteners, tubing, hoses, and fittings ● Hoisting and lifting equipment ● Technical information **Communication and Mentoring Techniques** ● Communication techniques **Driveline Systems** ● Drive shafts and axles

Hoisting and lifting equipment
• Describe hoisting and lifting safety procedures.
• Use hoisting and lifting equipment.

Technical information
• Describe technical information.
• Use technical information.

Communication technique
• Demonstrate two-way communication
• Use active listening
• Use digital communication technologies

Diagnose and repair drive shafts and axles
• Describe drive shafts and axle shafts.
• Service drive shafts and axle shafts.

Diagnose and repair steering and control systems
• Service mechanical and hydraulic steering systems.
• Describe occupant restraint system safety.
• Inspect steering columns
• Remove and replace steering wheel airbag inflator module
• Inspect steering linkage
• Service conventional steering gears
• Service rack and pinion steering gears
• Service power steering
• Perform wheel alignment.

Diagnose and repair braking and control systems
• Service and repair mechanical, hydraulic brake systems.
• Service brake tubing
• Service power assist systems.

Diagnose and repair wheel bearings
• Service and repair hubs and bearings.
• Service and repair spindles and hubs.

Steering and Suspension, Braking, Control Systems, Tires, Wheels, Hubs and Wheel Bearings
- Steering and control systems
- Braking and control systems
- Wheel bearings

Restraint Systems, Body Components, Accessories, and Trim
- Wind noises, rattles, and water leaks
- Latches, locks, and movable glass

Hybrid and Electric Vehicles
- Specific safety protocols for electric vehicles (EV)

Diagnose and repair wind noises, rattles, and water leaks • Identify & describe common areas of concern for wind noise, rattles and water leaks. • Service and repair common areas of concern for wind noise, rattles and water leaks. **Diagnose and repair latches, locks, and movable glass** • Describe and repair latches, locks and movable glass. **Diagnose and Repair Hybrid and Electric Vehicles** • Describe hybrid and electric vehicle safety. • Identify high voltage components	

Recommended Instructional Components:

- Shop demonstrations and scenario-based instruction
- Lab time, video examples and tutorials
- Role-play customer service examples

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Summative tests and exams
- Peer and self-reflection
- Formative observational feedback

Quality assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves students in their learning
- promotes the development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Throughout the learning process, teachers and students intentionally gather evidence to inform teaching and learning. The teacher creates rich tasks, engages with the students in setting criteria, establishes exemplars, and leverages the power of questioning to allow for ongoing, timely, descriptive feedback to the student. This process assists students in moving forward toward their learning targets and goals. Students are encouraged to reflect and self-assess to build important meta-cognitive skills. Personalization lends itself to assessment as learning, where students participate in the setting of criteria and the design of inquiries, and self- and peer-assessment.

Teachers document student learning over time using collections of student work and demonstrations to create a profile of their strengths, areas of growth, and areas for further development. Students, teachers, and parents, use criteria and rubrics to determine the standards met and the level of performance attained. Through multiple means and varied strategies, the students learning is made visible, and their successes celebrated. In this process, new learning goals and targets are established and ways to support the students learning described.

Learning Resources:

- "Fundamentals of Automotive Technology 2nd Edition" CDX Learning Systems, Kirk VanGelder
- https://www.itabc.ca/program/automotive-service-technician-ast-1-2-3-and-4
- Mitchell 1 ProDemand repair and diagnostic software

Professional Cook 11a, 11b, 12a, 12b

School District/Independent School Authority Name: Greater Victoria School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** 61
Developed by: Brandon Aris / Lindsay Johnson / Jon Hamlin	**Date Developed:** December 2019
School Name: Esquimalt High School	**Principal's Name:** Tina Pierik
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Professional Cook	**Grade Level of Course:** 11a, 11b, 12a, 12b
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required: The teacher should have experience as a professional cook. The teaching space should have a classroom setting for up to 29 students to do theory and a professional teaching kitchen space equipped to complete the practical work based on the Level 1 Professional Cook curriculum.

Course Synopsis: This course is designed to enable students to pursue a career in the professional cooking field. It will enable students to enter a technical training post-secondary institution having the essential competencies and knowledge for success, and/or enter industry in a work or apprenticeship capacity. The hands-on, practical components of the course provide the opportunity to apply and refine theoretical components, as well as refine workplace and employment skills. This course is based on the Level 1 Professional Cook curriculum as outlined by the Industry Training Authority (ITA).

Goals and Rationale:

Industry, education and government recognize the need for the training of individuals for the Professional Cook industry, especially with the increasing complexity of the industry, which is coupled with an ever-increasingly aged culinary workforce. It is important for students to have the opportunity for personal and professional development while gaining lifelong skills and knowledge. They will be able to think critically, use cross-disciplinary logic, math, and science knowledge and skills, as well as become familiar with the complex existing and emerging technologies and technical skills that will enable them to become more employable in the culinary industry. Students can use the skills and knowledge gained to access further post-secondary education in the culinary field, as well as other fields such as entrepreneurship and business. The knowledge and skills learned in this course will enhance everyday experiences for the learner, and enable them to get more out of their academic, vocational, and personal lives.

Indigenous Worldviews and Perspectives

- **Connectedness and Relationship:** Working in a professional kitchen requires collaboration, connection, and strong working relationships.
- **Awareness of History:** Understanding the history of the profession and historical significance of certain foods is an important aspect of this course.
- **Local Focus**: Understanding local connections to ingredients and food are important factors within a sustainable practice.
- **Engagement with the Land, Nature, the Outdoors:** Understanding the role nature and the land have in our food production process.
- **Language and Culture:** Food and food preparation vary from culture to culture.
- **Experiential Learning:** Hands-on experience is a key part of this course.
- **Learning involves recognizing the consequences of ones' actions:** A successful cook will learn from their mistakes in order to improve practice. Not following process and protocol can be dangerous for ones' self and others in the kitchen environment.
- **Learning involves patience and time:** Cooking requires patience and time for success to occur. Specific periods of time must be adhered to in order to achieve a successful result.

Course Name: Professional Cook **Grade: 11a**

BIG IDEAS

Safe working practices are an integral part of the food service industry	Sanitary food practices are critical to maintaining a safe environment for all	Collaboration and communication are key skills required in a working kitchen	Success in the food service industry requires diverse skills	The food service industry is a major employer, and opportunities for graduates of professional cooking programs are numerous and diverse.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
Trade Knowledge • Describe personal attributes and professionalism in the workplace. • Describe roles and responsibilities in the workplace. • Describe food service occupations. • Describe food service training programs and certification pathways. • Describe the history of the profession and emerging trends. **Safety Standards** • Describe workplace hazards (WHMIS). • Describe general safety practices. • Describe basic first aid procedures. • Describe fire safety procedures and regulations. • Describe WorkSafe BC regulations in the workplace. **Sanitary Standards** • Describe food safety procedures (FOODSAFE Level 1 prerequisite). • Describe the principles of Hazard Analysis – Critical Control Points (HACCP). • Describe general food handling and storage procedures. • Describe the causes and preventions of food borne illnesses. • Describe procedures to maintain workplace sanitation and personal hygiene.	**Occupational Skills** ● Trade Knowledge ● Safety Standards ● Sanitary Standards **Stocks, Soups, and Sauces** ● Stocks **Vegetables and Fruits** ● Vegetables ● Fruits **Garde Manger** ● Dressings, Condiments, and Accompaniments ● Salads ● Sandwiches **Baked Goods and Desserts** ● Principles of Baking

Stocks
- Identify types of stocks and their uses.
- Select ingredients for stocks.
- Describe the principles of stock making.
- Prepare white stocks.
- Prepare brown stocks.
- Describe stocks used in world cuisines.

Vegetables
- Identify and correctly store common varieties of vegetables.
- Describe the properties and cooking potential of vegetables.
- Cut and process common vegetables.
- Describe the basic principles of vegetable preparation.
- Describe basic vegetable finishing procedures.
- Blanch, steam, and boil vegetables.
- Sauté and stir fry vegetables.
- Deep-fry and pan-fry vegetables.
- Bake and roast vegetables.
- Grill and broil vegetables.

Fruits
- Identify and correctly store fruits.
- Understand the properties and cooking potential of fruit.
- Cut and process common types of fruit.
- Prepare fruit using a variety of methods.
- Prepare fruit juices.

Dressings, Condiments, and Accompaniments
- Describe types of salad dressings and their uses.
- Identify ingredients used in salad dressings.
- Describe basic principles of salad dressing preparation.
- Prepare salad dressings.

Salads • Describe types of salads and their components. • Identify types of salad ingredients. • Select and store salad ingredients. • Prepare simple salads. • Prepare buffet salads and set up a salad bar. **Sandwiches** • Describe types of sandwiches and their ingredients. • Identify ingredients used in sandwich preparation. • Set-up a sandwich station. • Prepare hot and cold sandwiches. **Principles of Baking** • Describe ingredients used in baking. • Describe the types and properties of leaveners. • Describe basic mixing methods and principles. • Describe general production procedures used in baking. • Describe storage procedures for finished bakery products. **Cookies** • Describe types of cookies and their ingredients. • Describe the characteristics of cookies. • Describe the different methods of preparation used in cookie making. • Prepare cookies.	

Course Name: Professional Cook **Grade:11b**

BIG IDEAS

Safe working practices are an integral part of the food service industry	Sanitary food practices are critical to maintaining a safe environment for all	Collaboration and communication are key skills required in a working kitchen	Success in the food service industry requires diverse skills	The food service industry is a major employer, and opportunities for graduates of professional cooking programs are numerous and diverse.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Production Procedures** • Identify kitchen knives and common types of hand tools and their uses. • Describe the maintenance and safety precautions of kitchen knives and hand tools. • Identify common types of kitchen equipment and their use, cleaning and maintenance. • Demonstrate the correct use of the Metric and Imperial / US measuring systems. • Convert recipes, calculate and adjust recipe yields. • Describe the general principles of cooking and baking. **Thickening and Binding Agents** • Describe types and properties of thickening and binding agents. • Select the correct thickening and binding agents. • Prepare thickening and binding agents.	*Students are expected to know the following:* **Occupational Skills** ● Production Procedures **Stocks, Soups, and Sauces** ● Thickening and Binding Agents ● Soups ● Sauces **Starches** ● Potatoes ● Pasta and Farinaceous Products **Meats** ● Cut and Process Meats

Soups
- Describe the basic types of soups.
- Identify and select ingredients for soups.
- Prepare clear soups.
- Prepare cream soups.
- Prepare purée soups.

Sauces
- Describe the principles and methods of sauce making.
- Describe leading types of sauces.
- Select appropriate uses for types of sauces.
- Prepare white sauces.
- Prepare blonde sauces.
- Prepare brown sauces.
- Prepare purée sauces.
- Prepare emulsion sauces.

Potatoes
- Identify and correctly store potatoes.
- Describe the properties and cooking potential of potatoes.
- Cut and process potatoes.
- Describe the basic principles of potato preparation.
- Describe basic potato finishing procedures.
- Steam and boil potatoes.
- Bake and roast potatoes.
- Deep-fry and pan-fry potatoes.
- Purée and mash potatoes.
- Sauté potatoes.

Pasta and Farinaceous Products
- Identify and store dry pasta and noodles.
- Cook dry pasta and noodles.
- Identify types of sauces for dry pasta and noodles.
- Prepare pasta and noodle dishes.

Poultry
- Cut and Process Poultry

Baked Goods and Desserts
- Quick Breads
- Yeast Products

Cut and Process Meat • Describe the muscle and bone structure of meat. • Describe the grading, inspection, and storage of beef. • Identify primal cuts of beef. • Identify secondary cuts of beef. • Portion cut beef, pork, lamb, and veal. **Cut and Process Poultry** • Identify types of poultry. • Describe the grading, inspection, and storage of poultry. • Identify cuts of chicken and turkey. • Portion cut chicken and turkey. **Quick Breads** • Describe the types of quick breads. • Describe the methods of preparation for quick breads. • Prepare quick breads. **Yeast Products** • Describe the properties and fermentation of yeast. • Describe the preparation of basic yeast doughs. • Describe the shaping of basic yeast breads. • Prepare basic yeast breads.	

Course Name: Professional Cook **Grade: 12a**

BIG IDEAS

Safe working practices are an integral part of the food service industry	Sanitary food practices are critical to maintaining a safe environment for all	Collaboration and communication are key skills required in a working kitchen	Success in the food service industry requires diverse skills	The food service industry is a major employer, and opportunities for graduates of professional cooking programs are numerous and diverse.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Menu Planning** • Identify menu styles and formats. • Correctly utilize common menu terminology. **Ordering and Inventory** • Describe the principles of reducing waste, re-using and recycling materials. • Identify correct waste management procedures. **Ingredients and Nutritional Properties**	*Students are expected to know the following:* **Occupational Skills** ● Menu Planning ● Ordering and Inventory ● Ingredients and Nutritional Properties **Starches** ● Rice, Grains, and Legumes **Meats** ● Cook Meats **Poultry** ● Cook Poultry

• Describe general types of ingredients and their origins. • Describe the nutritional elements of food and their importance to good health. **Rice, Grains, and Legumes** • Identify and store common types of rice. **Cook Meats** • Describe the basic principles of meat preparation. • Describe basic cooking methods for meat. • Prepare meats for cooking. **Cook Poultry** • Describe the basic principles of poultry cooking. • Identify basic cooking methods for poultry. **Egg Dishes** • Describe the grading, handling and storage of eggs. • Describe the composition of eggs. • Describe the basic cooking methods for eggs. • Prepare eggs using a variety of methods. • Prepare a variety of egg dishes and omelets. **Breakfast Accompaniments** • Describe breakfast accompaniments. • Prepare breakfast meats. • Prepare and present hot and cold cereals. • Cook pancakes, waffles, crepes and french toast. • Prepare breakfast items in quantity. **Dairy Produces and Cheeses** • Identify types of dairy products and their uses. • Describe the properties of dairy products. • Select and store dairy products and cheese. • Describe types of cheese. • Cook with dairy products and cheese.	**Eggs, Breakfast Cookery, and Dairy** ● Egg Dishes ● Breakfast Accompaniments ● Dairy Produces and Cheeses **Baked Goods and Desserts** ● Desserts

Desserts • Describe types of fruit desserts. • Describe types of basic custards and puddings. • Prepare fruit desserts.	

Course Name: Professional Cook **Grade: 12b**

BIG IDEAS

Safe working practices are an integral part of the food service industry	Sanitary food practices are critical to maintaining a safe environment for all	Collaboration and communication are key skills required in a working kitchen	Success in the food service industry requires diverse skills	The food service industry is a major employer, and opportunities for graduates of professional cooking programs are numerous and diverse.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Menu Planning** • Identify menu styles and formats. • Correctly utilize common menu terminology. • Describe a balanced menu.	*Students are expected to know the following:* **Occupational Skills** ● Menu Planning ● Ordering and Inventory ● Ingredients and Nutritional Properties **Starches** ● Rice, Grains, and Legumes **Meats**

Ordering and Inventory

• Describe receiving procedures.

• Identify storage temperatures and procedures.

Ingredients and Nutritional Properties

• Describe the principles of seasoning and flavouring.
• Identify seasoning and flavouring ingredients.
• Describe general types of ingredients and their origins.
• Describe the nutritional elements of food and their importance to good health.

Rice, Grains, and Legumes
• Identify and store common types of rice.
• Describe basic cooking methods for rice.
• Cook rice using basic methods.
• Prepare rice dishes.

Cook Meats
• Describe the basic principles of meat preparation.
• Describe basic cooking methods for meat.
• Identify suitable cuts of meat for various cooking methods.
• Prepare meats for cooking.
• Identify correct doneness of cooked meats.
• Bake and roast meats.
• Sauté and stir-fry meats.
• Broil and grill meats.
• Deep-fry and pan-fry meats.
• Braise and stew meats (brown stews).

Cook Poultry
• Describe the basic principles of poultry cooking.
• Identify basic cooking methods for poultry.
• Identify suitable cuts of poultry for various cooking methods.
• Prepare chicken and turkey for cooking.

- Cook Meats

Poultry
- Cook Poultry

Seafood
- Cut and Process Seafood
- Cook Fish
- Cook Shellfish

Baked Goods and Desserts
- Pastries
- Desserts

• Identify correct doneness of cooked chicken and turkey. • Bake and roast chicken and turkey. • Sauté and stir-fry chicken and turkey. • Broil and grill chicken and turkey. • Deep-fry and pan-fry chicken and turkey. • Poach and simmer chicken and turkey. • Braise and stew chicken and turkey. **Cut and Process Seafood** • Describe types, storage, and quality indicators for fish. • Describe types, storage, and quality indicators for shellfish. • Cut and process flat and round fish. • Clean and process shrimp and prawns. • Clean and process mollusks. **Cook Fish** • Describe basic principles of fish cooking. • Identify basic cooking methods for fish. • Identify suitable cuts of fish for various cooking methods. • Prepare round and flat fish for cooking. • Identify correct doneness of cooked fish. • Bake and roast fish. • Sauté and stir-fry fish. • Broil and grill fish. • Deep-fry and pan-fry fish. • Steam and poach fish. **Cook Shellfish** • Describe basic principles of shellfish preparation. • Identify basic methods of shellfish preparation. • Identify suitable types of shellfish for various cooking methods. • Prepare shellfish for cooking. • Identify correct doneness of cooked shellfish. • Bake and roast shellfish. • Sauté and stir-fry shellfish.	

• Broil and grill shellfish. • Deep-fry and pan-fry shellfish. • Steam and poach shellfish. • Prepare shellfish using various methods. **Pastries** • Describe basic pastry and pie doughs. • Describe basic pie preparation. • Prepare basic pies. **Desserts** • Describe types of fruit desserts. • Describe types of basic custards and puddings. • Prepare fruit desserts. • Prepare basic custards and puddings.	

Curricular Competencies – Elaborations

For a full list of elaborations, please view the "Learning Tasks" section of the ITA Professional Cook professional cook program outline: https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf

Content – Elaborations

For a full list of elaborations, please view the "Content" section of the ITA Professional Cook professional cook program outline: https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf

Recommended Instructional Components:

- Instructional labs
- Video demonstrations
- Hands-on demonstrations
- Experiential learning within the real-world kitchen environment
- Reflection opportunities

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Summative and Formative assessment embedded throughout the course
- Summative demonstrations of technique and procedure
- Periodic testing to determine learning and mastery of process and technique
- Self and peer evaluation

Quality assessment:

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves students in their learning
- promotes the development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Throughout the learning process, teachers and students intentionally gather evidence to inform teaching and learning. The teacher creates rich tasks, engages with the students in setting criteria, establishes exemplars, and leverages the power of questioning to allow for ongoing, timely, descriptive feedback to the student. This process assists students in moving forward toward their learning targets and goals. Students are encouraged to reflect and self-assess to build important meta-cognitive skills. Personalization lends itself to assessment as learning, where students participate in the setting of criteria and the design of inquiries, and self- and peer-assessment.

Teachers document student learning over time using collections of student work and demonstrations to create a profile of his or her strengths, areas of growth, and areas for further development. Students, teachers, and parents, use criteria and rubrics to determine the standards were met and the level of performance attained. Through multiple means and varied strategies, the students learning is made visible, and their successes celebrated. In this process, new learning goals and targets are established and ways to support the students learning described.

Learning Resources:

The Culinary Professional, Draz, John and Koetke, Christopher. 2010

On Cooking, Labensky, Hause, Martel, Malley, Bevan, Sicoli. 2012

Professional Cooking, Gisslen, Wayne. 2011

Food Safe Level, Burton, Toni and Steacy, Ken. 2014

Reconnecting Youth 11

School District/Independent School Authority Name: Greater Victoria School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD61
Developed by: Lewis Rhodes and Renée Jordan	**Date Developed:** November 2019
School Name: The Link at Lambrick (Link and Lambrick Park)	**Principal's Name:** Leah Moreau and Gord Mitchell
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Reconnecting Youth 11	**Grade Level of Course:** 11
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

A teacher or teacher-counselor who is trained or has experience working with at-risk youth.

Course Synopsis:

Reconnecting Youth (RY) is a peer group approach to building capacity in key life skills. RY is a science-based prevention program for students aged 14-19 years that teaches skills to build resiliency against risk factors in order to reduce high school dropout, drug involvement, violence, depression & suicide-risk behaviours.

Goals and Rationale:

Rationale

The Reconnection Youth (RY) program was developed at the University of Washington, and has been implemented in schools across North America since the late 90s. RY is a science-based approach with researched and proven outcomes for reducing suicidal behaviours and emotional distress; increasing school achievement; reducing drug involvement; increasing personal and social support assets. RY is offered as in a small class size for an entire semester. There are 75 lessons in the program and students receive high school credit for participation. A teacher who excels in working with high-risk youth leads the class.

The focus of the class is on skills training within the context of adult and peer partnership support model. Students set and work toward their goals in a course that integrates small-group work and life-skills training models to effectively enhance youth's personal and social protective factors. RY students learn, practice, and apply self-esteem enhancement strategies, decision-making skills, personal control strategies, and interpersonal communication techniques.

RY also incorporates several social support mechanisms for participating youth: social and school bonding activities to improve teens' relationships and increase their repertoire of safe, healthy activities; development of a crisis response plan detailing the school system's suicide prevention approaches; and parent involvement, including active parental consent for their teen's participation and ongoing support of their teen's RY goals.

RY teachers cultivate a learning environment that is supportive, safe and caring, one in which students can practice new skills without fear of embarrassment or failure. In alignment with BC's Policy for Student success on student-centered learning, the RA course provides a supportive learning context for students to engage in discussion, self-assessment, goal setting and practice personal and social skills. The curriculum also develops student's personal awareness and responsibility Core Competency. Participating in RA will help students to cultivate their sense of wellbeing, self-advocacy, and self-regulation, which are all facets of the personal and social core competency. Furthermore, in alignment with BC's focus on the "educated citizen" participation in RY will further students' human and social development. RY helps students nurture their potential in these areas by increasing their sense of self-worth and personal initiative; developing an understanding of the importance of health and well-being; teaching students how to accept, respect, and safely advocate for themselves.

Goals

Students will build their capacity and competency in the following areas:

- Self-esteem
- Decision making
- Personal control
- Interpersonal communication

Students will:

- Identify and decrease the potential at-risk behaviors
- Increase emotional and mental well-being
- Increase school success behaviors
- Understand themselves as a learner and member of their various communities
- Identify any personal, social or environmental barriers that impact their personal and school success

Aboriginal Worldviews and Perspectives:

The following First People's Principles of Learning are infused through the learning done in the RY course:

- Learning ultimately supports the well-being of the self, the family, and the community
- Learning is holistic, reflexive, reflective, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

Course Name: Reconnecting Youth **Grade: 11**

BIG IDEAS

Choices have short and long-term effects on myself, as well as those around me	Achieving our goals takes resilience, perseverance and active choice making	Making **healthy choices** influences our physical, emotional and mental well-being	Pursuing vocational or post-secondary options involved an **inquiry process** of questioning, planning, reflecting, adapting, and deciding.	Reflecting on our preferences and skills helps us identify the steps and choices we need to take to achieve our goals for life after high school.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: ○ Reflect on and explain how different **health related choices** impact physical, emotional, and mental well being ○ Reflect on and explain how different health choices impact not only one's self but those around them ○ Develop, reflect on and analyze the outcomes of **personal health and well-being goals** ○ **Self-assess** and reflect to develop an awareness of their strengths, preferences and skills ○ Investigate and reflect on the skills and responsibilities required varied work environments ○ Develop, refine, and apply decision-making strategies to life, work, and/or community problems ○ Propose and reflect on strategies for avoiding, diffusing, or responding to **potentially unsafe situations** ○ Develop, refine, and apply various strategies for self-regulation and self-control ○ Develop, refine, and apply various strategies for self-advocacy	*Students are expected to know the following:* ○ **Essentials skills** for a continually changing labour market ○ Responsibilities and expectations associated with varied vocational or academic environments ○ Ethics and etiquette in varied vocational or academic environments ○ The role of various **health related choices** and how it can affect health and performance ○ The potential short- and long-term consequences of health decisions ○ Strategies for self-esteem enhancement ○ Strategies for decision-making ○ Interpersonal communication techniques ○ Strategies for problem-solving and **conflict resolution** ○ **Strategies to protect themselves and others** from potential abuse, exploitation, and harm in a variety of settings

	○ **Self-advocacy** skills and **self-efficacy**

Big Ideas – Elaborations

Healthy choices: could include; sobriety, change in social circle, limiting social media use, sleep hygiene, nutrition, exercise, behavioral choices, self-care, smoking cessation
Inquiry process: the process where students are actively involved in generating questions, investigating options, considering and reflecting on their investigation, and building new understanding and knowledge as a result.

Curricular Competencies – Elaborations

Health related choices: could include; substance use, alcohol use, vaping, smoking, nutrition, sleep, social media use, social choices, sexual health, exercise
Personal health and well-being goals: goals could include; smoking, alcohol or drug use cessation, personal health choices, emotional or mental health goals, physical fitness goals, positive social choices, social media use
Self-assess: could include inventories of preferences, skills, personal attitudes, personal values, and personal interests
Potentially unsafe situations: could include; bullying, physical threats, cyber threats, peer pressure, self-perceived social pressure, settings with substance use

Content – Elaborations

Essentials skills: Could include; the thinking, communication, and person and social core competencies, the Government of Canada's essential skills profiles: https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/guide.html
Health related choices: could include; substance use, alcohol use, vaping, smoking, nutrition, sleep, social media use, social choices, sexual health, exercise
Strategies to protect themselves and others: could include; telling a trusted adult, verbal mediation, being assertive, identifying and avoiding unsafe situations, safe and proper social media use
Conflict resolution: could include; verbal mediation, compromise, finding common ground, walking away, avoiding, finding a trusted mediator
Self-advocacy: the ability to thoughtfully and respectfully communicate one's needs
Self-efficacy: the ability to enact specific positive behaviors in order to achieve a certain result or goal

Recommended Instructional Components:

- Small group

- Peer-to-peer
- Facilitated discussions
- Direct instruction

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Interviews
- Checklists
- Inventories
- Journals
- Self-reflections
- Conferences

Learning Resources:

- Website: http://wp.reconnectingyouth.com/reconnecting-youth/
- Resource Books: http://wp.reconnectingyouth.com/shop/ry-materials/reconnecting-youth-curriculum-set-rented-digital-copy/
- Posters: http://wp.reconnectingyouth.com/shop/ry-materials/ry-leader-behavior-posters-set-of-2/
- Evaluation Materials: http://wp.reconnectingyouth.com/shop/ry-materials/ry-evaluation-materials/
- Student workbook: http://wp.reconnectingyouth.com/shop/ry-materials/reconnecting-youth-student-workbook/

Additional Information:

- This course was previously approved and run in SD61. However, it is currently "closed" and not active as of 2009. Therefore a re-submission and approval process needs to occur to have this course available for students.
    - In doing so the course needed to be designed in such a way that it aligns with the new redesigned curriculum, which is what we have done.
    - The courses were approved under the core course grouping of liberal/general studies
        - Defined as: A group of instructional programs that describe the foundation necessary for understanding self and society through an appreciation of the concerns of civilization and our common heritage.
- TRAX and MyEd are already set up for this course since it had been previously approved.

- Previous Course Code:
  - Reconnecting Youth 11: 2401011
    - TRAX : YRY 11
      MyEd BC : YRY--11

- **Public Safety Canada: Promising and Model Crime Prevention Programs Volume II**
  - https://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/prmsng-mdl-vlm2/index-en.aspx
  - RY is identified as a best practice and/or model program by the U.S. Department of Education Drug Strategies and the American Foundation for Suicide Prevention, is included in the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-based Programs and Practices (NREPP), and by the White House in its "First Annual Report on School Safety". Drug Strategies' publication, *Safe Schools, Safe Students* gave RY an 'A+'.
  - In Canada, RY is currently implemented in 3 sites, 2 are in British Columbia (Victoria and Kelowna) and the other one is in Ontario (Toronto).

Brazilian Jiu Jitsu 10, 11, 12

School District/Independent School Authority Name: Greater Victoria School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** 61
Developed by: Lewis Rhodes and Renée Jordan	**Date Developed:** November 2019
School Name: The Link at Lambrick (The Link and Lambrick Park Secondary)	**Principal's Name:** Leah Moreau and Gord Mitchell
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Brazillian Jiu Jitsu 10 Brazillian Jiu Jitsu 11 Brazillian Jiu Jitsu 12	**Grade Level of Course:** 10 11 12
Number of Course Credits: 2 or 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

- Teacher with training in Brazilian Jiu Jitsu and/or wrestling
- Grappling or wrestling mats covering a space large enough to safely grapple and cleaning supplies to maintain proper hygiene
- Brazilian Jiu Jitsu uniforms and belts for participants

Course Synopsis:

Brazilian Jiu Jitsu (BJJ), also known as the gentle art, is a martial art, sport, and self-defence system that focuses on the safe and measured control of an opponent, using technique, leverage and strategy. BJJ develops students' athleticism, benefits their mental and emotional wellbeing and fosters a positive and inclusive sense of community among practitioners.

Goals and Rationale:

Rationale

As specified in the Statement of Education Policy Order, the purpose of the British Columbia school system is to develop the "educated citizen." Human and social development is a key attribute of a well-educated citizen. Brazilian Jiu Jitsu (BJJ) helps students nurture their potential in these areas by increasing their sense of self-worth and personal initiative; exploring cultural diversity; developing an understanding of the importance of physical health and well-being; teaching students how to accept, respect, and advocate for themselves and others.

BJJ also aligns with BC's Policy for Student Success, which calls for learning to be student-centered. Progress and personal development in the field of martial arts is infused with choice and flexibility in how learning occurs. As students advance, their skill is demarcated by progressing through different colours of belts. To do so, there are movement techniques, tactical techniques and self-defence strategies a student has to master. How students practice and progress in each of these areas is ultimately up to the student, and relates to their own personal goals and motivation for practicing BJJ. They will do so through large group, paired, and individual practice opportunities. The teacher will demonstrate and provide multiple access points to learning. The student can self-select how they go about developing their own skills. BJJ is not about taking in and demonstrating learning back to a coach, but rather looking inward, setting goals and developing your practice in a way that is most meaningful and personally-connected to the student.

The BJJ curriculum is also aligned with the personal awareness and responsibility *core competency*. BJJ will help students to cultivate their sense of wellbeing, self-advocacy, and self-regulation, which are all facets of the personal and social core competency. Through the practice of martial arts, students will hone and refine the skills and dispositions they require to lead healthy and active lifestyles, set goals while monitoring progress, regulating emotions, and while learning to respect themselves and others.

BJJ is a martial art that focuses on positional control and controlled submissions without the use of strikes (punching or kicking). As such, BJJ is primarily about self-defence. In this process, students learn about self-control and self-regulation, as well as verbal communication and conflict resolution skills. Training methods include technique drills in which techniques are practiced against a non-resisting partner; isolation sparring (commonly referred to as positional drilling) where only a certain technique or sets of techniques are used; and traditional sparring where each practitioner tries to subdue their opponent through technique rather than force.

Physical conditioning is also an important aspect of training in BJJ. Students will develop their physical fitness, body awareness, balance and coordination. They will also come to understand aspects of health, wellness, and nutrition and how that impacts their physical performance through sport. Learning BJJ is a lifelong process that motivates students to maintain a healthy lifestyle.

Goals:

- Develop an awareness of the significance of martial arts practice
    - Develop knowledge of the history and cultural significance of Brazilian Jiu Jitsu
    - Develop a personal philosophy around the practice of Brazilian Jiu Jitsu
- Develop fundamental movement skills
    - Increase physical conditioning
    - Increase body awareness, balance and coordination
    - Increase understanding of health, wellness and physical wellbeing
- Develop knowledge and skills around self-reflection, self- assessment, and goal setting
    - Increase student ownership in learning
    - Increase student self-confidence and independence in their own learning
- Develop self-control and self-regulation
    - Increase communication and conflict resolution skills
    - Increase understanding of self-defence principles
    - Increase understanding of how to diffuse bullying situations using verbal means

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

The First People's Principles of Learning are inherent in the aspects included in BJJ 10, 11, and 12. Learning martial arts is inseparable from connectedness and relationships; specifically:

- Learning martial arts supports the wellbeing of self and the community
- Learning martial arts involves recognizing the consequences of one's actions
- Learning martial arts is embedded in memory, history and story
- Learning martial arts involves learning from mentors as well as those we are meant to lead
- Learning martial arts is holistic, reflexive, reflective, experiential and relational
- Learning martial arts requires exploration of one's identity, philosophy and ethics
- Learning martial arts takes practice and time
- Learning martial arts learning recognizes that some learning is sacred

Course Name: Brazilian Jiu Jitsu **Grade: 10**

BIG IDEAS

Physical development and training is an ongoing process that takes time and practice	Participation in martial arts has many benefits and leads to a healthy lifestyle	Self-regulation, self-control, and strong communication skills are foundational to all conflict resolution	A healthy and active lifestyle influences our emotional and mental well-being	Finding enjoyable recreational activities can motivate people to be more active in their daily lives

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Health and wellbeing** ○ Reflect on and explain how different **health choices** impact **performance and wellbeing** ○ Reflect on and explain how developing competence in the martial arts can increase confidence and encourage lifelong participation in physical activity ○ Reflect on the outcomes of **personal health and wellbeing goals** and assess strategies used **Physical literacy** ○ Develop, refine, and apply fundamental beginner level movement concepts and strategies ○ Develop and apply a variety of beginner level strategic and tactical movement concepts when sparring ○ Participate in martial arts practice that is designed to enhance and maintain health components of fitness **Personal and social responsibility** ○ Propose and reflect on strategies for avoiding, diffusing, or responding to **potentially unsafe or abusive situations** ○ Propose and reflect on strategies for responding to bullying ○ Develop, refine, and apply various strategies for self-regulation and self-control	*Students are expected to know the following:* ○ The role of various health related choices and how it can affect health and performance ○ The potential short- and long-term consequences of health decisions ○ The benefits of martial arts for health and mental well-being ○ **Beginner level strategic technique** in BJJ ○ **Beginner level movement concepts and strategies** in BJJ ○ **Basic rules and guidelines** for BJJ ○ **Beginner level training principles** ○ Goal-setting and self-motivation ○ **Strategies to protect themselves and others** from potential abuse, exploitation, and harm in a variety of settings ○ Strategies for **self-regulation** ○ Strategies for **conflict resolution**

Curricular Competencies – Elaborations

Health choices: such as nutrition, smoking, substance use, vaping, sleep hygiene, social media use
Performance and well-being: physical, emotional and social
Personal health and well-being goals: goals could include physical performance, personal health choices, emotional or mental health goals
Potentially unsafe or abusive situations: could include bullying, physical threats, cyber threats, peer pressure, self-perceived social pressure

Content – Elaborations

Rules and guidelines: could include; maintaining proper hygiene, proper care for your uniform, maintaining safe distances from other training partners, cleaning up after practice
Beginner level movement concepts and strategies: could include; safely bringing a training partner to the ground, passing guard to establish safe control positions, maintaining control, applying controlled submissions
beginner level strategic technique: could include; understanding human biomechanics, developing a style of grappling that fits your body type and physical attributes
Beginner training principles: overload (frequency, intensity, time and type), progression, and recovery
Strategies to protect themselves and others: could include; telling a trusted adult, verbal mediation, being assertive, identifying and avoiding unsafe situations, safe and proper social media use
Conflict resolution: could include; verbal mediation, compromise, finding common ground, walking away, avoiding, finding a trusted mediator
Self-regulation: could include; mindfulness, reflection and introspection, breathing, counting, taking a break, stepping outside

Course Name: Brazilian Jiu Jitsu **Grade: 11**

BIG IDEAS

Physical development and training is an ongoing process that takes time and practice	Participation in martial arts has many benefits and leads to a healthy lifestyle	Self-regulation, self-control, and strong communication skills are foundational to all conflict resolution	A healthy and active lifestyle influences our emotional and mental well-being	Finding enjoyable recreational activities can motivate people to be more active in their daily lives

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Health and wellbeing** ○ Reflect and explain how different **health choices** impact **performance and wellbeing** ○ Reflect and explain how developing competence in the martial arts can increase confidence and encourage lifelong participation in physical activity ○ Reflect on the outcomes of **personal health and wellbeing goals** and assess strategies used **Physical literacy** ○ Develop, refine, and apply intermediate level movement concepts and strategies ○ Develop and apply a variety of intermediate strategic and tactical movement concepts when sparring ○ Participate in martial arts practice that is designed to enhance and maintain health components of fitness **Personal and social responsibility** ○ Propose and reflect on strategies for avoiding, diffusing, or responding to **potentially unsafe or abusive situations** ○ Propose and reflect on strategies for responding to bullying ○ Develop, refine, and apply various strategies for self-regulation and self-control	*Students are expected to know the following:* ○ The role of various health related choices and how it can affect health and performance ○ The potential short and long-term consequences of health decisions ○ The benefits of martial arts for health and mental well-being ○ Intermediate level **strategic technique** in BJJ ○ **Intermediate level movement concepts and strategies** in BJJ ○ Increasingly complex **rules and guidelines** for BJJ ○ Intermediate level **training principles** ○ Goal-setting and self-motivation ○ **Strategies to protect themselves and others** from potential abuse, exploitation, and harm in a variety of settings ○ Strategies for **self-regulation** ○ Strategies for **conflict resolution**

Curricular Competencies – Elaborations

Health choices: such as; nutrition, smoking, substance use, vaping, sleep hygiene, social media use
Performance and well-being: physical, emotional and social
Personal health and well-being goals: goals could include; physical performance, personal health choices, emotional or mental health goals
Potentially unsafe or abusive situations: could include; bullying, physical threats, cyber threats, peer pressure, self-perceived social pressure

Content – Elaborations

Rules and guidelines: could include; maintaining proper hygiene, proper care for your uniform, maintaining safe distances from other training partners, cleaning up after practice
Intermediate movement concepts and strategies: could include; safely bringing a training partner to the ground, passing guard to establish safe control positions, maintaining control, applying controlled submissions
Intermediate strategic technique: could include; understanding human biomechanics, developing a style of grappling that fits your body type and physical attributes
Intermediate training principles: reversibility, specificity, and adaption
Strategies to protect themselves and others: could include; telling a trusted adult, verbal mediation, being assertive, identifying and avoiding unsafe situations, safe and proper social media use
Conflict resolution: could include; verbal mediation, compromise, finding common ground, walking away, avoiding, finding a trusted mediator
Self-regulation: could include; mindfulness, reflection and introspection, breathing, counting, taking a break, stepping outside

Course Name: Brazilian Jiu Jitsu **Grade: 12**

BIG IDEAS

Physical development and training is an ongoing process that takes time and practice	Participation in martial arts has many benefits and leads to a healthy lifestyle	Self-regulation, self-control, and strong communication skills are foundational to all conflict resolution	A healthy and active lifestyle influences our emotional and mental well-being	Finding enjoyable recreational activities can motivate people to be more active in their daily lives

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Health and wellbeing** ○ Reflect on and explain how different **health choices** impact **performance and wellbeing** ○ Reflect on and explain how developing competence in the martial arts can increase confidence and encourage lifelong participation in physical activity ○ Reflect on the outcomes of **personal health and wellbeing goals** and assess strategies used **Physical literacy** ○ Develop, refine, and apply advanced movement concepts and strategies ○ Develop and apply a variety of advanced strategic and tactical movement concepts when sparring ○ Participate in martial arts practice that is designed to enhance and maintain health components of fitness **Personal and social responsibility** ○ Propose and reflect on strategies for avoiding, diffusing, or responding to **potentially unsafe or abusive situations** ○ Propose and reflect on strategies for responding to bullying ○ Develop, refine, and apply various strategies for self-regulation and self-control	*Students are expected to know the following:* ○ The role of various health related choices and how it can affect health and performance ○ The potential short- and long-term consequences of health decisions ○ The benefits of martial arts for health and mental well-being ○ Advanced **strategic technique** in BJJ ○ **Advanced movement concepts and strategies** in BJJ ○ **Rules and guidelines** for BJJ ○ Advanced **training principles** ○ Goal-setting and self-motivation ○ **Strategies to protect themselves and others** from potential abuse, exploitation, and harm in a variety of settings ○ Strategies for **self-regulation** ○ Strategies for **conflict resolution**

Curricular Competencies – Elaborations
Health choices: such as; nutrition, smoking, substance use, vaping, sleep hygiene, social media use **Performance and well-being:** physical, emotional and social **Personal health and well-being goals:** goals could include; physical performance, personal health choices, emotional or mental health goals **Potentially unsafe or abusive situations:** could include; bullying, physical threats, cyber threats, peer pressure, self-perceived social pressure

Content – Elaborations
Rules and guidelines: could include; maintaining proper hygiene, proper care for your uniform, maintaining safe distances from other training partners, cleaning up after practice **Advanced concepts and strategies:** could include; safely bringing a training partner to the ground, passing guard to establish safe control positions, maintaining control, applying controlled submissions **Advanced strategic technique:** could include; understanding human biomechanics, developing a style of grappling that fits your body type and physical attributes **Intermediate training principles:** individualization and periodization **Strategies to protect themselves and others:** could include; telling a trusted adult, verbal mediation, being assertive, identifying and avoiding unsafe situations, safe and proper social media use **Conflict resolution:** could include; verbal mediation, compromise, finding common ground, walking away, avoiding, finding a trusted mediator **Self-regulation:** could include; mindfulness, reflection and introspection, breathing, counting, taking a break, stepping outside

Recommended Instructional Components:

- Teacher demonstration
- Direct instruction
- Peer-to-peer teaching and feedback
- Hands-on learning
- Independent practice
- Observation and analysis
- Guest speakers and coaches
- Place-based learning

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Student self-assessment and self-reflection including goal setting
    - Students will regularly reflect on their progress and evaluate where they are at in the learning cycle
    - Part of the self-assessment will involve highlight areas of further growth and setting strategic goals to moving them forward
    - In subsequent self-assessments, students will reflect back on their previous goal to monitor their progress toward their previous set goals. They will then look at altering their goals or their strategies for achieving their goals while identifying what has brought them closer to their goals or held them back from attaining them.
- Student-teacher conversations/conferences
    - At various points throughout the year the teacher will conference with each student 1:1 where they will have an oral discourse about their strengths, areas needing further development, and strategies to move them forward in their learning.
    - Teacher will document the conversation in writing so that in subsequent conferences both teacher and student can reflect back on the growth and progress the student has demonstrated.
- Differentiated, student selected project and/or performance evaluations

Learning Resources:

- Active membership in a BJJ academy with a qualified instructor
- John Danaher – Go Further Faster BJJ Series
- Stephan Kesting - https://www.grapplearts.com/
- Nicolas Gregoriades - The Black Belt Blueprint
- Saulo Ribeiro – Jiu Jitsu University
- Principles of Training:
    - https://journals.lww.com/acsm-csmr/Fulltext/2019/04000/Sports_Training_Principles.2.aspx
    - https://www.teamusa.org/USA-Triathlon/News/Blogs/Multisport-Lab/2012/August/28/7-Principles-of-Exercise-and-Sport-Training

Additional Information:

- A course in BJJ had been previously approved. However, it is currently "closed" and not active as of 2009. Therefore a re-submission and approval process needs to occur to have this course available for students.
    - In doing so the course needed to be designed in such a way that it aligns with the new redesigned curriculum. Our BJJ course does just that.
    - The courses were approved under the core course grouping of leisure and recreational activities

        - Defined as: A group of instructional programs that describe the development of an appreciation for and competency in recreational and leisure-related activities.
- TRAX and MyEd are already set up for this course since it had been previously approved.
    - Previous Course Code:
        - BJJ 10: 3601027
            - MyEd BC : YBZJJ10
              TRAX : YBZJJ10
        - BJJ 11: 3601029
            - MyEd BC : YBZJJ11
              TRAX : YBZJJ11
        - BJJ 12: 3601031
            - MyEd BC : YBZJJ12
              TRAX : YBZJJ12

Explorations in Computers 11 & 12

School District/Independent School Authority Name: Greater Victoria School District	**School District/Independent School Authority Number:** 61
Developed by: Tina O'Keeffe	**Date Developed:** December 2019
School Name: Esquimalt High School	**Principal's Name:** Tina Pierik
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Exploration in Computers	**Grade Level of Course:** 11 & 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Special Training, Facilities or Equipment Required:

Media computer lab, tech package. Digital cameras, scanner, laser printer, large format colour inkjet printer, graphics software, music manipulation and video production software, programming software, design or CAD programming software, 3D printers (if possible), access to the internet for course material. The teacher will need experience teaching the breadth of programs available within their media arts/computer lab.

Course Synopsis:

Exploration in Computers 11 & 12 are courses intended to give students the opportunity to sample hardware and software tools available for them within the media arts/computer lab. This course can be made up of one or more of the modules listed below, schools may choose from the modules or develop new modules that use the Curricular Competencies of Explorations in Computers with locally developed content. Locally developed modules can be offered in addition to, or instead of, the modules in this curriculum. In each module, students will work through a series of projects that are designed to give them the basic toolkit of the given area. The projects themselves will be student-centered and community-based. Students will be encouraged to share their skills with the larger school community. Students will have the opportunity for self and peer assessment throughout the course.

Goals and Rationale:

Through this course students will:

- investigate and actively explore a variety of areas, including aspects of the listed modules, and new and emerging fields, in order to develop practical hands-on skills and make informed decisions about pursuing specialized interests for personal enjoyment or careers
- acquire practical skills and knowledge that they can use to bring their ideas from conception to fruition
- develop a sense of efficacy and personal agency about their ability to participate as inventors, innovators, and agents of change to address practical challenges in a rapidly changing world
- achieve a greater appreciation and understanding of the role that computer hardware and software have played in society.
- expand their critical thinking skills.
- explore how the values and beliefs of cultures, including local First Peoples cultures, affect the development of products, services, and processes
- understand the environmental implications of the products and services they are designing and applying

Indigenous Worldviews and Perspectives:

Following the First Peoples Principles of Learning, this course supports learning as:

- learning is embedded in memory- students learn skills by repeating the actions modelled and develop muscle memory of movements of the mouse and keyboard shortcuts.
- learning is holistic and experiential - this is an experience-based course with students learning how to use the tools/programs by following behind instruction
- learning ultimately supports the wellbeing of the self and the community - students will use their new skills to collaborate on projects with school/community members giving ownership of the projects to the students plus a sense of belonging to a school/community for all members involved.
- Positive learner-centered approach - continuing to use the same tools to develop their own ideas and delve into their own creativity.
- Within the course, peer mentorship is encouraged through verbal communication, often with senior students who have taken the courses before.

Course Name: Exploration in Computers **Grade:11**

BIG IDEAS

Complex tasks require different technologies and tools at different stages.	Complex tasks require the sequencing of skills	Design and content can influence the lives of others.	Tools and technologies can be adapted for specific purposes	Design choices are influenced by available resources, skills, and social and ethical concerns

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Applied Design** **Understanding Context** ● Engage in a period of **user-centered research** and **empathetic observations** ● Participate in **reciprocal relationships** throughout the design and production process **Defining** ● Establish a point of view for each area being covered ● Choose a design opportunity ● Make inferences about premises and **constraints** that define the design space **Ideating** ● Take creative risks in generating ideas and add to others' ideas in what that enhance them ● Screen ideas against criteria and constraints ● Generate ideas and add to others' ideas to create possibilities, and prioritize them for prototyping ● Work with users throughout the design process	*Students are expected to know the following:* ● **elements** and **principles of design** ● production skills: ○ **production** ○ **post-production** ● **design for lifecycle** ● use of **elements** and image design to create an emotional response and convey ideas ● take **creative risks** ● **technologies** for image, audio and video development in prepress through post-production environments ● intellectual-property use and its **ethical, moral, and legal considerations** including **cultural appropriation** ● appropriate use of technology, including digital citizenship, etiquette, and literacy ● Differences and availability of **open-source and commercial software.** **Modules** ● **Keyboarding techniques** ● Coding ○ **block coding** ○ **drag-and-drop mobile development**

Prototyping

- Identify and apply **sources of inspiration** and **information**
- Choose an appropriate form and level of detail for prototyping, and plan procedures for prototyping multiple ideas
- Record and document **iterations** of prototyping

Testing

- Identify feedback most needed and possible **sources of feedback**
- Develop an **appropriate test** of the prototype
- Apply critiques to design or process throughout
- Iterate the prototype or abandon the design idea

Making

- Identify appropriate tools, technologies, materials, processes and time needed for production
- Integration of available tools to create effective messaging

Sharing

- **Share** progress while creating to increase opportunity for feedback and collaboration
- Decide on how and with whom to share or promote product, creativity and, if applicable, **intellectual-property**
- Consider how others might build upon the design concept
- Critically reflect on their design thinking and processes, and identify new design goals
- Assess ability to work effectively both as individuals and collaboratively while implementing project management processes.

Applied Skills

- Apply safety procedures for themselves, co-workers, and users in both physical and digital environments
- Identify and assess skills needed for design and production interests, and develop specific plans to learn or refine them over time
- Develop competency and proficiency in task-specific skills involving manual dexterity and software processes

Applied Technologies

    - programming **modular components**

- **Cloud based**
    - Development and collaboration in a **cloud-based environment**
    - Design & function of the Internet of Things
        - current and future **impacts** of evolving web standards and cloud-based technology
- **Media Arts**
    - **digital and non-digital** media technologies, their distinguishing characteristics and uses
    - use of open-source and commercial software
    - **design for web**
    - **media production skills**
        - Graphics
            - drawing with software
            - **photo manipulation**
            - design graphic art
        - Video
            - design with photos and videos
            - **story building**
            - **storyboarding**
            - camera operations
            - video production
            - technical and symbolic elements that can be used in storytelling
        - Audio
            - **audio manipulation**
            - adding effects
            - soundtrack production
            - **enveloping**

- **CADD/CAM and 3D printing**
    - function of models
    - **basic** code
    - digital **output devices**

● Explore existing, **new, and emerging tools, technologies**, and systems to evaluate suitability for their design interests ● Evaluate impacts, including unintended negative consequences, of choices made about technology use ● Analyze the role technologies play in societal change ● Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies	○ **virtual creation** using CAD/CAM with drag-drop technology

Course Name: Exploration in Computers **Grade:12**

BIG IDEAS

Complex tasks require different technologies and tools at different stages.	Complex tasks require the sequencing of skills	Design and content can influence the lives of others.	Tools and technologies can be adapted for specific purposes	Design choices are influenced by the available resources, skills, and social and ethical concerns

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: **Applied Design** **Understanding Context** ● Engage in a period of **user-centered research** and **empathetic observations** ● Participate in **reciprocal relationships** throughout the design and production process **Defining** ● Establish a point of view for each area being covered ● Choose a design opportunity ● Make inferences about premises and **constraints** that define the design space **Ideating** ● Take creative risks in generating ideas and add to others' ideas in what that enhance them ● Screen ideas against criteria and constraints ● Generate ideas and add to others' ideas to create possibilities, and prioritize them for prototyping ● Work with users throughout the design process	*Students are expected to know the following:* ● **elements** and **principles of design** and how these are similar and differ with **different levels of programs** in the same area ● production skills: ○ **production** ○ **post-production** ● **design for lifecycle** ● use of **elements** and image design to create an emotional response and convey ideas ● take **creative risks** ● **technologies** for image, audio and video development in prepress through post-production environments - using the same area with different levels of programs ● intellectual-property use and its **ethical, moral, and legal considerations** including **cultural appropriation** ● appropriate use of technology, including digital citizenship, etiquette, and literacy ● Differences and availability of **open-source and commercial software** and how to utilize each type.

Prototyping

- Identify and apply **sources of inspiration** and **information**
- Choose an appropriate form and level of detail for prototyping, and plan procedures for prototyping multiple ideas
- Record and document **iterations** of prototyping

Testing

- Identify feedback most needed and possible **sources of feedback**
- Develop an **appropriate test** of the prototype
- Apply critiques to design or process throughout
- Iterate the prototype or abandon the design idea

Making

- Identify appropriate tools, technologies, materials, processes and time needed for production
- Integration of available tools to create effective messaging

Sharing

- **Share** progress while creating to increase opportunity for feedback and collaboration
- Decide on how and with whom to share or promote product, creativity and, if applicable, **intellectual-property**
- Consider how others might build upon the design concept
- Critically reflect on their design thinking and processes, and identify new design goals
- Assess ability to work effectively both as individuals and collaboratively while implementing project management processes.

Applied Skills

- Apply safety procedures for themselves, co-workers, and users in both physical and digital environments
- Identify and assess skills needed for design and production interests, and develop specific plans to learn or refine them over time
- Develop competency and proficiency in task-specific skills involving manual dexterity and software processes

Modules

- **Keyboarding techniques**
- Coding
  - **text based coding**
  - **drag-and-drop mobile development**
  - programming **modular components**
  -
- **Cloud based**
  - Development and collaboration in a **cloud-based environment**
  - Design & function of the Internet of Things
    - current and future **impacts** of evolving web standards and cloud-based technology
- **Media Arts**
  - **digital and non-digital** media technologies, their distinguishing characteristics and uses
  - use of open-source and commercial software
  - **design for web**
  - **media production skills**
    - Graphics
      - drawing with software
      - **photo manipulation**
      - design graphic art
    - Video
      - design with photos and videos
      - **story building**
      - **storyboarding**
      - camera operations
      - video production
      - technical and symbolic elements that can be used in storytelling
    - Audio
      - **audio manipulation**
      - adding effects
      - soundtrack production
      - **enveloping**

Applied Technologies ● Explore existing, **new, and emerging tools, technologies**, and systems to evaluate suitability for their design interests ● Evaluate impacts, including unintended negative consequences, of choices made about technology use ● Analyze the role technologies play in societal change ● Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies	● **CADD/CAM and 3D printing** ○ function of models ○ **basic** code ○ digital **output devices** ○ **virtual creation** using CAD/CAM no drag and drop

Curricular Competencies – Elaborations

- **User-centered research** - research done directly with potential users to understand how they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them.
- **Empathetic observations -** may include experiences: traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resource and analogous setting; users, experts, and thought leaders.
- **Reciprocal relationships -** communicate with knowledge keeps for greater understanding of perspectives and history within the community, such as seniors, Elders, chiefs, First Nations tribal or band councils and later career professionals.
- **constraints:** limiting factors, such as task or user requirements, available technology, materials, expense, environmental impact.
- **sources of inspiration:** may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders
- **information:** may include media design professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline
- **iterations:** repetitions of a process with the aim of approaching a desired result
- **sources of feedback:** may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline
- **appropriate test:** includes evaluating the degree of authenticity required for the setting of the test, deciding on an appropriate type and number of trials, and collecting and compiling data
- **share:** may include showing to others, use by others, giving away, or marketing and selling
- **intellectual property:** creations of the intellect such as works of art, invention, discoveries, design ideas to which one has the legal rights of ownership
- **new and emerging tools** - this will include any software utilized within this course that is free, open- source, or subscription/commercial.
- **technologies -** tools that extend human capabilities.

Content – Elaborations

- **elements**: for example, line, shape, space, texture, colour, form, tone, pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, magnification, reversal, fragmentation, distortion

- **principles of design**: for example, balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity
- **production**: the phase during which a product is actively created and developed; involves, for example writing a script, creating a storyboard, filming a video
- **post-production**: the phase after most of the production stage is complete; involves fine-tuning and manipulating the production, resulting in a complete and coherent product (e.g., completing the final editing with effects, adding sound and exporting final product)
- **design for the life cycle**: taking into account in the design process, economic costs, and social and environmental impacts of the product, from the extraction of raw materials to eventual reuse or recycling of component materials
- **take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **technologies -** tools that extend human capabilities.
- **ethical, moral, and legal considerations:** regulatory issues related to responsibility for duplication, copyright, and appropriation of imagery, sound, and video
- **cultural appropriation**: using or sharing a cultural motif, theme, "voice," image, knowledge, story, or practices without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
- **open-source and commercial software** - open source software is available for use without a cost, commercial software requires purchase of licenses to operate.

Modules

- **keyboarding techniques** - for example, physical hand and foot placement, posture, development of touch typing skills, use of "home row" ASDFJKL techniques.
- **block coding -** Scratch, CodeHS, Code.org, Microbits
- **drag-and-drop mobile development** - for example Adobe Xd, MIT app inventor, Code.org
- **modular components** - for example, Arduino, Raspberry Pi, MicroBit, LEGO Mindstorms
- **Cloud Based** - applications, services or resources made available to users on demand via the Internet from a cloud computing provider's servers.
- **cloud based environment** - for example, Git Hub, AWS Cloud 9, Amazon Web Service (AWS), Google apps
- **impacts** - potential to support collaboration, sharing, and communication; data storage and privacy
- **digital and non-digital** - for example video production, layout and design, graphics and images, photography (digital and traditional), new emerging media processes (performance art, collaborative work, sound art, network art, kinetic art, biotechnical art, robotic art, space art)
- **design for the web** - digital creation and manipulation of videos and images for a web-based purpose
- **media production skills** - editing and publishing to shape the technical and symbolic elements of images, sounds, and text
- **photo manipulation -** transforming or altering a photograph(s) using various methods and techniques
- **story building**- creating a story using a beginning, middle and end
- **story-boarding** - a graphic representation of how your video will unfold, shot by shot
- **audio manipulation** - transforming or altering audio(sound) using various methods and techniques
- **enveloping** - a technique used in audio manipulation where the voice/sound of one track is surrounded on both sides by music that fades out in the beginning and fades in at the end
- **CADD** - computer-aided drafting and design
- **CAM -** computer-aided manufacturing

- **basic** - for example, for the purpose of editing to send to output devices
- digital **output devices** - for example 3D printers, vinyl cutters and plotters
- **virtual creation** - for example layout and planning of a project, creating plans for a model

Recommended Instructional Components:

Delivery Model:

- Direct instruction
- Self-directed learning using the inquiry-based model
- Project-based learning with video examples of tool usage and projects
- Hands-on learning using materials/images similar to those modelled in the video instruction

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Completion of project-based learning
- Unit projects from school/community that are meeting the criteria requested based on the tools that have been focused on
- Self and peer assessment
- If students can prove previous skill proficiency for a given unit they will be given a choice to work with either a higher advanced project within that same unit or to spend additional time in a unit of their choice with self-directed projects.
- Inquiry-based research assignments
- Example of breakdown of units (unit marks are bold)
    - all basic unit assignments are graded based on the requirements of the project, if the student completes all of the criteria as laid out in the instructions they receive full marks. Final assignments are graded based on the attached rubrics.
    - Keyboarding - **5%**
        - student hands in three separate WPM (word per minute) tests 40WPM or more. If a student starts at higher than 40 WPM challenge them to make their goal 10-15 WPM higher than what they started out at
    - Audio & Video - **25%** (basic assignments are worth 10 - final assignment is worth 40)
        - Audio - 4 assignments that use the basic tools of Audacity
            - splice songs
            - make a repeat
            - add effects
            - add sound effects
            - take out the umms
            - enveloping (music behind talking)
        - Video - 3 assignments that use the basics of setting up a movie
            - make a movie using photos adding a soundtrack
            - writing your story
            - preparing your camera (camera angles and shots)
        - Final project for unit

        - students write and produce a short film using all of the tools they have learned through the unit (see attached rubric)
- Graphics - **20%**
    - Google drawings - how to draw a cartoon OR how to create an avatar /20
    - GIMP - basics of GIMP - students learn the tools and make an animal using three different animals /20
    - Photoshop
        - how to remove something from a photograph /10
        - graphic art - students follow along with a graphic art project and produce one of their own as well /10
        - text and photos - students combine text with a photograph /5
- 3D printing/CAD - **15%**
    - How to use Tinkercad - /5
    - Make a cookie cutter - /10
    - Tinkercad a logo (students import a SVG file that they have made of a logo) /10
    - Final project /50
        - students design a project for printing that incorporates all they have learned in the unit
        - size constraints are 5 cmx5cmx5cm
        - angles must be below 45 degrees
        - piece must be flat on the bed to print
        - prefer one color - two colors maximum (with the second color being on the top part of the piece)
- Programming **15%**
    - make a sprite - /5
    - make a race game /10
        - one lap around the track
        - if the car runs off the track game is over
        - finish line
    - make a maze game /10
        - two levels
        - going off the maze game over
        - finish line
        - title screen
    - final game /50
        - minimum of two levels
        - title and ending screen
        - scoreboard
        - one or two players
- Computers **10%**
    - Internet of Things (IoT 2.0) from Cisco Networking Academy
        - students go through
            - unit 1 - Everything is connected
            - unit 3 - Everything generates data

        - unit 4 - Everything can be automated
        - unit 5 - Everything needs to be secured
        - unit 6 - Education and Business Opportunities
- Genius Hour - **10%**
    - students work on their an inquiry project once a week for an idea that they have decided they want to learn about. The project will culminate in a final presentation that they will share in a Celebration of Learning open to the school and community members. Projects must either use the tools of the course or be about something to do with the tools in the course.

Learning Resources: (examples of sites that could be used)

Keyboarding

- https://www.freetypinggame.net/free-typing-lesson.asp *free online

Graphics

- GIMP - https://www.gimp.org/ * open source
- Google Drawings - https://docs.google.com/drawings/ *free online
- Adobe Photoshop *commercial
- Vectr - https://vectr.com/ *free online

Audio

- https://www.audacityteam.org/ *open source

3D models

- Tinkercad - https://www.tinkercad.com/ *free online
- Fusion 360 - https://www.autodesk.ca/en/products/fusion-360/overview * free 3 year educational license

Programming

- Scratch - https://scratch.mit.edu/ *free online and open source
- Microbits - https://microbit.org/ *commercial
- Arduino - https://www.arduino.cc/ *open source
- MIT App Inventory - https://appinventor.mit.edu/ *free online
- CodeHS - https://codehs.com - Mobile Apps *free online

Computers

- Internet of things - Cisco Netacademy
- CodeHS - https://codehs.com Introduction to Cybersecurity (Vigenere)
-

Video

- Shotcut - https://shotcut.org/ *open source
- Adobe Premiere Pro *commercial

Various youtube channels/videos to utilize the tools used in the course

Creating an original avitar - https://youtu.be/U30f9w0KWgM

How to use Gimp basics - https://youtu.be/SoP5LOFxPeY

How to remove anything from a photograph - https://youtu.be/ifhEx4adAa8

Photoshop - Phlearn - https://www.youtube.com/user/PhlearnLLC

Fusion 360 tutorial - https://youtu.be/qvrHuaHhqHI

Chaos Core tech - Fusion 360 + Tinkercad - https://www.youtube.com/playlist?list=PLt4JWLrDaOYmo0h2GqnhAiavhPfuSnNXp

(**Note:** specific software titles are suggestions. It is expected that the course will use industry-standard software.)

General program resources:

Rubric Sample

Rubric for the final Video / Audio project - Explorations of Computers

	Distinguished - 4 points (86-100%)	Proficient - 3 points (70-85%)	Apprentice - 2 points (50-69%)	Novice - 1 point (49% & below)	0 points

Script (plot) setup	The story used in the video has a distinct beginning, middle and end. A full script has been included	The story used in the video has a distinct beginning and middle. A full script has been included	The story used for the video has a distinct beginning and ending- a full script has been included	The story used for the video has a distinct beginning or ending - a partial script has been included	There is no story line for this video. There is no script included
Story components	Setting, characters, point of view (1st or 3rd person), and full message is conveyed in the video	¾ Setting, characters, point of view (1st or 3rd person), and full message is conveyed in the video	2/4 Setting, characters, point of view (1st or 3rd person), and full message is conveyed in the video	¼ Setting, characters, point of view (1st or 3rd person), and full message is conveyed in the video	0/4 Setting, characters, point of view (1st or 3rd person), and full message is conveyed in the video
Camera angles & Composition	10 different shots including - different camera angles and composition have been used throughout the video to bring the emotions/message trying to impart throughout the movie	7 different shots including - different camera angles and composition have been used throughout the video to bring the emotions/message trying to impart throughout the movie	5 different shots including - different camera angles and composition have been used throughout the video to bring the emotions/message trying to impart throughout the movie	2 different shots including - different camera angles and composition have been used throughout the video to bring the emotions/message trying to impart throughout the movie	No different shots are used throughout the movie
Focus	The video is in focus throughout	The video is out of focus for under 10 seconds	The video is out of focus for 10-20 seconds	The video is out of focus for 20-40 seconds	The video is out of focus for more than 40 seconds
Soundtrack	There is a full soundtrack being used that is fitting and appropriate for the video with sound, levels that do not overtake the video, music playing when there is no talking	There is a full soundtrack being used that is fitting and appropriate for the video with sound levels are too loud or soft for the video	The sound track is used 50% and missing in other essential areas.	The soundtrack has one of the main key elements - fitting/appropriate for the video, sound levels not too loud or too soft, covers all area of the video, playing when there is no talking	The soundtrack is not applied
Title screen	The title screen is playing for 3-5 seconds, includes the movie and students name	The title screen is playing for less than 3 seconds includes the students and movie name	The title screen is playing 3-5 - includes either the students or movie name	The title screen plays for less than 3 seconds and includes either the students or movie name	There is no title screen

Resources	There is a full list of resources (names and site locations) at the end of the movie that is displayed for 5 seconds	There is a list of resources displayed at the end of the movie that is displayed for less than 3 seconds	There is a partial list of resources displayed at the end of the movie - sites or locations are missing	There is a partial list of resources displayed at the end of the movie - sites or locations are missing and it plays for less than 3 seconds	There is no resource list
Special effects, transitions	There are 4 or more special effects used in the video: transitions(different types count as more than one), speed up, slow down, lighting	There are 3 or more special effects used in the video: transitions(different types count as more than one), speed up, slow down, lighting	There are 2 or more special effects used in the video: transitions(different types count as more than one), speed up, slow down, lighting	There are is 1 special effects used in the video: transitions(different types count as more than one), speed up, slow down, lighting	There are no special effects used in the video
File format	The video has been handed in as a .WMV or .MP4 file format				The video was not handed in with a .WMV or .MP4 format (returned to hand in with proper format)
Time	The video is between 2-3 minutes in length	The video is between 1:30-2:00 in length	The video is between 1-1:30 minutes in length	The video is between 30 seconds to 1:00 in length	The video is shorter than 30 seconds

One Learning Community

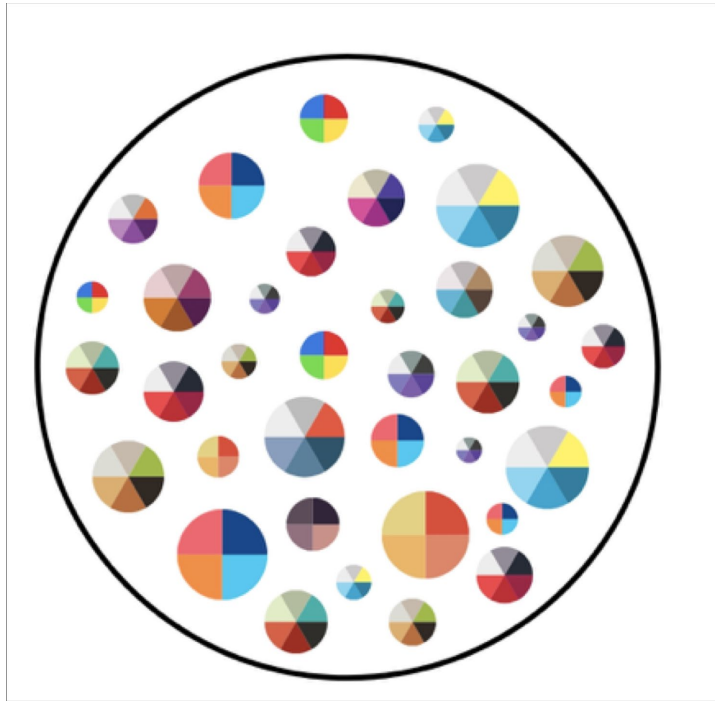
Greater VICTORIA School District

Learning Support Operational Plan
Annual Review

	Emerging	Developing	Proficient	Extending
Goal One **Meaningful and Purposeful Educational Opportunities**				
Goal Two **Mental Health and Well Being**				
Goal Three **Diversity & Learning Differences**				

Goal One

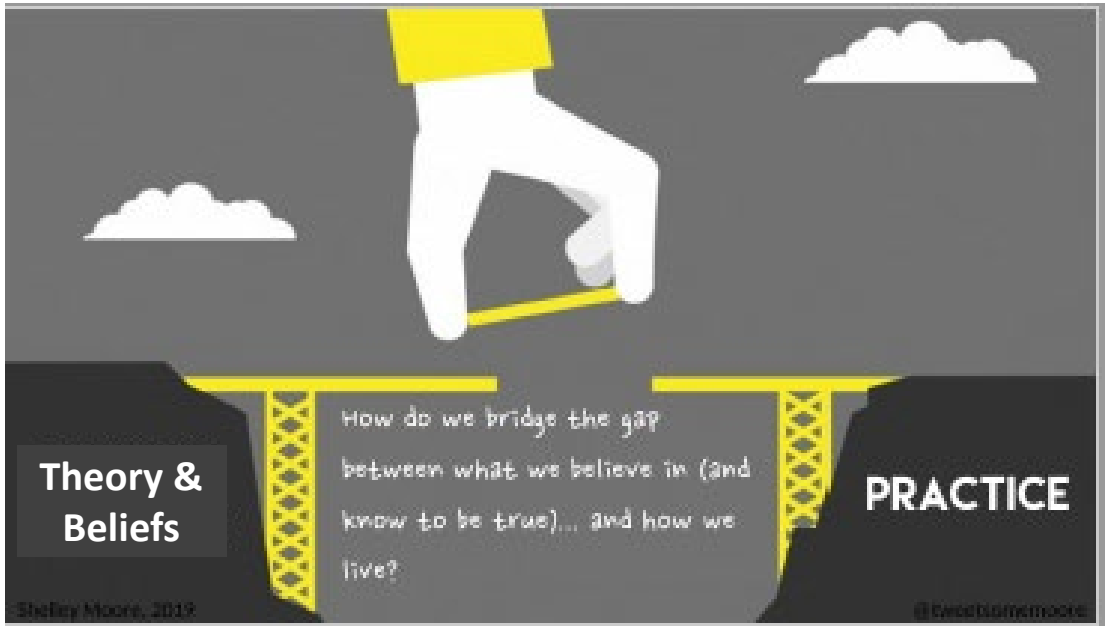
Provide meaningful and purposeful educational opportunities for students with diverse learning needs while considering the physical, social-emotional and academic domains.



Shelley Moore

Strategy 1.2

Further develop and support teams of professionals in schools so that they may co-plan and co-deliver instruction in inclusive ways.



Shelley Moore

Goal Two

Support the mental health needs and well-being of all students within an inclusive learning model.

Strategy 2.2

Provide social emotional learning opportunities for staff, students and parents.

Goal Three

Continue to develop an understanding for diversity and a respect for learning differences.

Strategy 3.2

Continue to adopt practices that reflect high values with respect to both diversity and inclusiveness utilizing multi-disciplinary teams.

One Learning Community

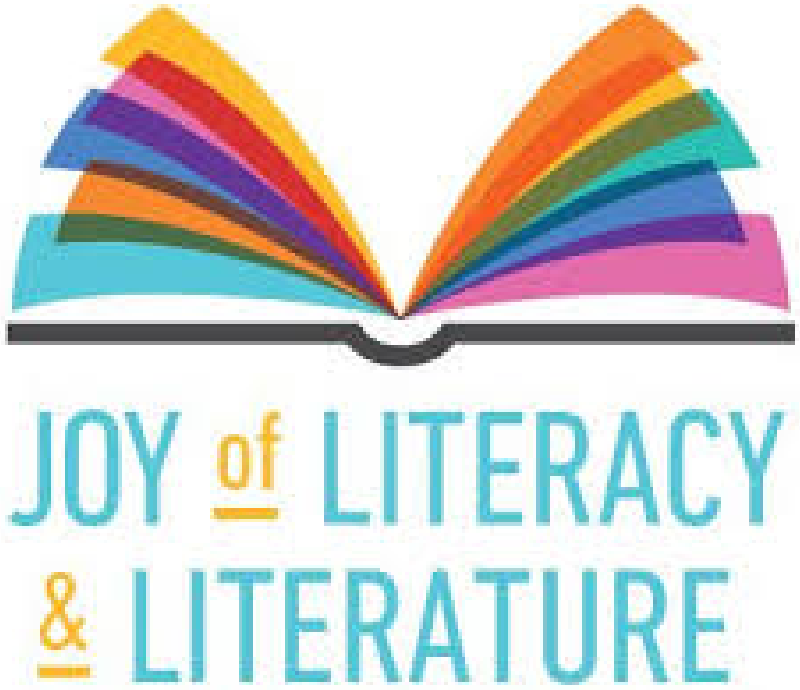
Greater VICTORIA School District

Learning Team Operational Plan
Annual Review

	Emerging	Developing	Proficient	Extending
Goal One Increase student literacy				
Goal Two Increase student numeracy				
Goal Three Implementation of Gr 9-12 Curriculum				
Goal Four Early learning transition to K				
Goal Five Learning through use of technology				

Goal One

To increase student literacy.



Strategy 1.1

Continue to offer an early literacy series that promotes balanced literacy and early intervention programs K-2.

Goal Two

To increase student numeracy

Strategy 2.1

Facilitate professional learning at all levels to support the use of hands on materials and increase teacher comfort and confidence with mathematical thinking

Goal Three

To support the implementation of the redesigned curriculum Gr 9-12

Strategy 3.1

Continue to build collaborative networks across all schools

Goal Four

To promote & support high quality early learning opportunities to ensure seamless transition into Kindergarten for all students.

Strategy 4.3

Support school & community practises

Goal Five

To support learning through the use of technology

Strategy 5.1

Increase the network of technology supports and integration for all learners.


Thank You!