



School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 75
Developed by: Brodie Pearce	Date Developed: April 2018
School Name: Mission Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Basketball 11: Training, Competing, and Officiating	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Achieving an 'A' in the course Basketball 10: Training, Competing, and Officiating. Students who play basketball on one of the school basketball teams should be taking this course.

Special Training, Facilities or Equipment Required:

The teacher should be specialized in Physical and Health Education and have a background in basketball with coaching experience. At least Learn to Train (Level 1) NCCP Basketball BC Certification and continuing to improve their pedagogy by attending professional development opportunities. Facility required: gym. Equipment required: cones, basketballs, pinnies, and whistles.

Course Synopsis:

This course will foster the development of basketball specific skills and allow students to practice/compete with others in basketball related activities/games. This course will provide students with the necessary knowledge needed to officiate elementary school basketball games. In addition, this course includes units that are specific to basketball on skill development, offensive strategies, defensive strategies, teamwork, communication, and fitness. Students will learn how to train to improve their basketball skills, fitness, and performance; compete against their peers and develop their skills and tactics; and learn the rules/fouls in order to officiate lower level basketball games.

Goals and Rationale:

The goal of this course is to enhance students' competency in basketball both as a player and as an official. This course will allow students to develop their skills and knowledge for the game of basketball. This course will cater to the Core Competencies of the New BC Curriculum: Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness and Responsibility, and Social Responsibility. Students will be able to improve their communication skills by interacting and working with their peers to obtain goals. Creative and critical thinking will be needed in this course for creating their own practice plans as well as having to make critical choices during basketball games/activities. The students' personal identity will be positively impacted by this course through the encouragement and support from their teacher and peers. Students' personal awareness and responsibility will develop in this course by learning the skills, strategies, and dispositions that help them to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations through the sport of basketball. The social responsibility of the students will be strengthened through their interactions with their peers in class, creating and maintaining healthy relationships, and working/volunteering in the community.

Goals for the Three Domains of Learning:

Psychomotor domain

- Students will learn the proper technique for basketball specific skills such as passing, dribbling, shooting, rebounding/blocking out, and footwork on offense and defense
- Offensive/Defensive concepts and strategies
- Develop the movement knowledge, skills, and understandings that will allow for lifelong participation in a variety of basketball games/activities

Cognitive domain

- Learn how to participate in different types of physical activities and games, including the rules and tactical strategies
- Transferring skills and concepts from one game to another
- To make correct decisions when placed in various situations

Affective domain

- Learn how to communicate effectively with their peers and people in the community
- Learn how to interact with others to create a positive environment for learning and enjoyment
- Develop an understanding of the many aspects of well-being including physical, emotional, mental, and social

Aboriginal Worldviews and Perspectives:

This course connects to the First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
 - The learning in this course will support the students' self-image and impact the community in a positive way.
- Learning involves recognizing the consequences of one's actions.
 - Students will learn that their actions ultimately have consequences, good or bad, and have to adjust their behaviour accordingly.
- Learning involves patience and time.
 - Students will need to have patience while developing their basketball skills; as well, know that it takes plenty of time and practice.

BIG IDEAS

Understanding our strengths, weaknesses, and personal preferences related to basketball helps us plan and achieve our goals.

Trying a variety of basketball games/activities can increase our chances of playing basketball and being active throughout our lives.

Social, emotional, and mental well-being can be improved through being involved in a team environment and learning the importance of communication.

Personal fitness can be maintained and improved through regular participation in basketball games/activities.

Understanding the factors that allow us to be better basketball players and taking action to improve.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> ➤ Develop skills in a variety of basketball related activities ➤ Develop a variety of concepts and strategies in different basketball games/activities ➤ Demonstrate safety, fair play, and leadership in basketball games/activities ➤ Participate in basketball games/activities designed to enhance and maintain health components of fitness ➤ Identify, apply, and reflect on strategies used to pursue basketball related goals ➤ Plan ways to overcome potential barriers that affect participation in basketball related activities ➤ Identify and describe the influences of different training styles on fitness and basketball performance ➤ Develop and demonstrate appropriate exercise techniques for a variety of fitness activities and basketball specific exercises ➤ Develop and demonstrate a variety of leadership skills in different types of basketball related activities ➤ Demonstrate appropriate behaviours in different types of basketball activities and environments ➤ Apply safety practices in different types of basketball activities, for self and others ➤ Develop ability to coach/teach a basketball practice/class ➤ Develop officiating skills for lower level basketball games 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ➤ Rules and fouls for the game of basketball ➤ Boundaries and terminology of the basketball court ➤ How the scoring in basketball works ➤ Proper technique for basketball skills ➤ Offensive/Defensive concepts and strategies ➤ How to participate in different types of basketball games/activities ➤ Strategies for goal-setting and self-motivation ➤ How to communicate with peers effectively ➤ How to plan a basketball practice ➤ How to officiate a basketball game

Recommended Instructional Components:

- Direct/Indirect instruction
- Interactive instruction
- Student-led instruction
- Video instruction
- Demonstrations
- Guest speakers

Recommended Assessment Components:

- Participation/Effort
 - Self-assessment
- Basketball skills
 - Formative assessment
 - Peer assessment
 - Summative assessment
- Creation of practice plans
 - Summative assessment
- Student-led classes/practices
 - Summative assessment
- Officiating elementary school basketball games
 - Self-assessment
 - Summative assessment
- Teamwork/Cooperation/Collaboration
 - Formative assessment
 - Summative assessment

Learning Resources:

- Internet – websites, videos, articles, etc.
- Books
- Guest speakers



School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 75
Developed by: Brodie Pearce	Date Developed: April 2018
School Name: Mission Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Basketball 12: Training, Competing, and Officiating	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Achieving an 'A' in the course Basketball 11: Training, Competing, and Officiating. Students who play basketball on one of the school basketball teams should be taking this course.

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Understanding the factors that allow us to be better basketball players and taking action to improve.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> ➤ Refine and demonstrate skills in a variety of basketball related activities ➤ Refine and demonstrate a variety of concepts and strategies in different basketball games/activities ➤ Demonstrate safety, fair play, and leadership in basketball games/activities ➤ Participate in basketball games/activities designed to enhance and maintain health components of fitness ➤ Identify, apply, and reflect on strategies used to pursue basketball related goals ➤ Plan ways to overcome potential barriers that affect participation in basketball related activities ➤ Identify and describe the influences of different training styles on fitness and basketball performance ➤ Refine and demonstrate appropriate exercise techniques for a variety of fitness activities and basketball specific exercises ➤ Refine and demonstrate a variety of leadership skills in different types of basketball related activities ➤ Demonstrate appropriate behaviours in different types of basketball activities and environments ➤ Apply safety practices in different types of basketball activities, for self and others ➤ Refine and demonstrate ability to coach/teach a basketball practice/class ➤ Refine and demonstrate officiating skills for lower level basketball games 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ➤ Rules and fouls for the game of basketball ➤ Boundaries and terminology of the basketball court ➤ How the scoring in basketball works ➤ Proper technique for basketball skills ➤ Offensive/Defensive concepts and strategies ➤ How to participate in different types of basketball games/activities ➤ Strategies for goal-setting and self-motivation ➤ How to communicate with peers effectively ➤ How to plan a basketball practice ➤ How to officiate a basketball game

Recommended Instructional Components:

- Direct/Indirect instruction
- Interactive instruction
- Student-led instruction
- Video instruction
- Demonstrations
- Guest speakers

Recommended Assessment Components:

- Participation/Effort
 - Self-assessment
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 - Summative assessment
- Officiating elementary school basketball games
 - Self-assessment
 - Summative assessment
- Teamwork/Cooperation/Collaboration
 - Formative assessment
 - Summative assessment

Learning Resources:

- Internet – websites, videos, articles, etc.
- Books
- Guest speakers



School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD75
Developed by: Diana Purser	Date Developed: March 8, 2019
School Name: Ecole Mission Senior Secondary	Principal's Name: Mr. Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Business Law 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

Business Law 12 covers 4 main areas of legal study: Legal Fundamentals; Business Organizations and Employment; Business Relationships; and Property Law. Students begin by developing an understanding of the nature of laws, how they developed, the general need for rules to govern behaviour of individuals, and the establishment of fundamental rights and duties of persons in Canadian society. Students will examine the legal system; how it is used to resolve disputes and the role of the courts as the chief interpreter of the constitution. From this foundation, students will then explore Civil Law; understanding “duty of care”, how to protect one’s interests from civil claim, and how to seek remedy through the courts should a civil wrong (tort) be committed either due to carelessness or intention. Students will thoroughly understand the basic concepts related to contract law as it is one of the most important areas of common law from a business perspective. Topics include understanding who may legally enter into contract, what makes a contract valid/binding, and the consequences of breach of contract. As entrepreneurship and self-employment are increasingly undertaken, an understanding of the legal implications of ownership forms as well as employment law become increasingly important. Students will explore various forms of business organization; sole proprietorship, agency relationship, and partnership. Students will understand the rights and duties of both employer and employee with emphasis on employment standards, termination, the roles/procedures of unions and collective bargaining law. Students will explore the nature of the contract of sale, rules for the transfer of title, and the principle of “caveat emptor” through the study of consumer protection laws. Finally, given the local environment in BC, an emphasis will be placed on an understanding of Real Estate Law; the various estates and interests in land, registering property interests, leases, and mortgages. An understanding of Canadian/BC laws as they pertain to business activity will uniquely prepare students for the opportunities and challenges following high-school.

Goals:

SECTION 1: LEGAL FUNDAMENTALS

1. To understand the Canadian Legal System: what is law, its sources and enforcement, alternative methods of resolving disputes (ADR).
2. To explore Canadian Civil Law: identify common intentional and unintentional torts in both business and personal contexts; understand the concept of “duty of care” and how courts apportion liability and determine compensation; examine the role of contracts in business, elements of a valid contract and how they are formed, contract enforceability, performance and the consequences of breach of contract.

SECTION 2: BUSINESS ORGANIZATIONS AND EMPLOYMENT LAW

3. To consider the legal environment of business organizations and areas of law applicable to sole proprietorship, agency and partnership.
4. To examine the employment relationship: duties and responsibilities of employers and employees, termination and wrongful dismissal.
5. To outline the role of unions in the employment relationship and the process of collective bargaining.

SECTION 3: BUSINESS RELATIONSHIP LAW

6. To examine Canadian Consumer Law: the contract of sale, when title (and risk) pass to the buyer, rights and duties of the buyer and seller including remedies, legislations designed to provide consumer protection including the role of credit reporting and collection agencies.

SECTION 4: PROPERTY LAW

7. To understand Canadian Real Estate Law: the various estates and interests in land, title and registration of property interests, leases and their uses, land as security for debt, and mortgages as an interest in land.

Rationale:

Laws impact every aspect of an individual's life. It is important to understand the law and how it is used. As an educated citizen, students must understand and demonstrate their duty of care toward others, have a clear understanding of when and how to legally enter into binding contracts for the purchase of real property, such as a home, and for the purpose of employment. Students must also understand how to protect their interests and know when and how to pursue remedy through the courts. An understanding of the law, particularly as it applies to the context of business will help to ensure that as students become fully participating members of society, that they both understand how to pursue their livelihoods within the bounds of the law, but also understand their fundamental rights as Canadians, and how to protect themselves.

Aboriginal Worldviews and Perspectives:

1. LEGAL FUNDAMENTALS: Law and the Legal System

To develop an understanding of Aboriginal worldviews and perspectives on law and justice

1. To understand aboriginal culture and the role of elders
2. To define and explore the worldviews of aboriginal and on-aboriginal peoples
3. To provide an understanding of aboriginal concepts of law and the meaning of justice
4. To explore applications of Restorative Justice in the aboriginal and non-aboriginal community

2. PROPERTY LAW: Real Estate Law

To develop an understanding of Aboriginal views on real property

1. To understand the First Nation relationship to the land
2. To explore the Aboriginal view of property ownership and stewardship
3. To provide an understanding of Aboriginal perspectives of land treaties and Aboriginal rights

BIG IDEAS

Understanding one’s legal rights, freedoms and duties prepares citizens to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

Laws are established in response to the needs of society and are refined over time as society changes.

A society’s laws and legal system affect not only the individual lives of its citizens but also the commercial and economic activity of that society.

The law of contract and the duty of care owed to others and their property are foundational to common law from the standpoint of business.

An understanding of the intersection of business and the law enhances the sound and ethical decision-making abilities of its citizens engaged in commerce.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions • Assess and compare the significance and impact of legal systems or codes (significance) • Assess the justification for differing legal perspectives after investigating points of contention, reliability of sources, and adequacy of evidence (evidence) • Analyze continuities and changes in legal systems or codes across jurisdictions (continuity and change) • Assess the development and impact of legal systems or codes (cause and consequence) • Explain and infer multiple perspectives on legal systems or codes (perspective) • Make reasoned ethical judgments about legal systems or codes (ethical judgment) • Make reasoned ethical judgments about controversial decisions, legislation, or policy (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Constitution of Canada and the Canadian Charter of Rights and Freedoms • what law is, source and enforcement in the legal system • alternative methods of resolving disputes (ADR) between persons or businesses • common intentional and unintentional torts and business situations where torts are most likely to occur • principles of law, and the standard of care imposed by the courts to determine tort liability and how it is apportioned • how damages or compensation is determined by a court • role of contracts in business; elements and formation of a valid contract; those requiring special form or writing to be enforceable • effects of misrepresentation, mistake, undue influence and duress on the enforceability of a contract • how contracts may be assigned • requirements for performance of a contract and events that may prevent performance of a contract • what constitutes breach of contract and its consequences

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| | <ul style="list-style-type: none">• the legal environment of business organizations; forms of business organizations (sole proprietorships, agency and partnership and the application of law• the employment relationship; duties and responsibilities of employers and employees, employer liability to third parties• the termination process and wrongful dismissal• the role of unions in the employment relationship, the union-member relationship, and the process of collective bargaining• the contract of sale and the Sale of Goods Act• when title (and risk) passes to the buyer• implied conditions and warranties in a contract of sale• the rights and duties of the buyer and seller and remedies available to each• legislation designed to provide consumer protection• the role of credit reporting agencies and collection agencies.• the various estates and interests in land• the title to land and the registration of property interests• leases and their uses, land as security for debt and mortgages as an interest in land |
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Big Ideas – Elaborations

1. Charter of Rights and Freedoms and its application to non-citizens and their participation in Canadian society
2. Current societal trends and possible changes to the Charter of Rights and Freedoms to better reflect today's society
3. Globalization, outsourcing of commercial activity and the development of law
4. Duty of care as affected by social media's impact on society.
5. The ethics of doing business internationally (in the absence of laws akin to those in Canada)

Curricular Competencies – Elaborations

- **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions:**

Sample activities:

- Investigate legal resources available in the community to help people deal with legal issues and how to represent themselves in court or in front of a tribunal.
- Research alternative methods and strategies to resolve conflicts before they become legal problems
- Conduct a mock trial or debate to judge case law

- **Assess and compare the significance and impact of legal systems or codes (significance):**

Sample activities:

- Analyze the role of global dispute resolution institutions and agencies in economic development issues.
- Assess the impact that a law, court decision, or legal principle has on the commercial undertakings of society.
- Assess the impact of technology (internet-based transactions and currency) on the development of law.

- **Analyze continuities and changes in legal systems or codes across jurisdictions (continuity and change):**

Sample activities:

- Analyze how laws, justice system structures and practices, legal precedents, and legislative agendas adapt to changes in society.
- Analyze forces of globalization on commercial activity, contract law and the impact on the rights or workers internationally.

- **Explain and infer multiple perspectives on legal systems or codes (perspective):**

Sample activities:

- Analyze the changes to Canadian real property laws in light of affordability crises and foreign ownership
- Analyze government adherence to legal principles, such as the rule of law, by examining a variety of legal issues, controversies, and cases.

- **Make reasoned ethical judgments about legal systems or codes (ethical judgment):**

Sample activity:

- Investigate the use of the legal system vis a vis the corporations and the rights and freedoms of individual citizens.

Content – Elaborations

- **LEGAL FUNDAMENTALS**

Sample topics:

- doctrine of precedence, changes to common law rule and Supreme Court of Canada judges
- past and potential future uses of the "notwithstanding" clause (s. 33)
- pros and cons of a civil code system (Quebec) vs. the Common Law/equity system
- incidents giving rise to both civil and criminal proceedings (such as a "criminal negligence" incident) and examination of the two separate legal paths that must be pursued (criminal and civil)
- ADR case analyses
- professional regulations/licencing for a selected profession/industry
- loss of the registration or license to carry on the business or practice a profession in selected profession/industry
- impact of social media on the important 'assets' of a business/product reputation
- product liability as a growing area of tort law with the increased complexity of products (technology)
- drafting a legally binding tenancy agreement
- capacity and legality in contract law and online purchasing
- offer and acceptance when using apps (Let Go, Craigslist)
- social media's effect on undue influence and duress in contract law

- **BUSINESS ORGANIZATIONS AND EMPLOYMENT**

Sample topics:

- protecting personal assets as a sole proprietor
- drafting a sound partnership agreement; dealing with conflict in a partnership
- agency and the corporate form of ownership (personal corporations)
- comparing employment standards across Canada
- employment equity in Canada (selected industries)
- Human Rights Tribunal
- rights and responsibilities of the independent contractor within selected industries
- comparing “reasonable notice” for termination across industries and occupations
- employment law as an area of specialty practice
- explore the collective bargaining process in action (CUPE, BCTF etc.)

- **BUSINESS RELATIONSHIPS**

Sample topics:

- consumer protection legislation comparison (Canada/Provincial, US, Europe)
- whistle blowers; case analyses and legal protections
- class action law suits

- **PROPERTY RIGHTS**

Sample topics:

- local Land Title Office; information on land title documents
- regulations for acquiring a mortgage in BC (stress test) etc.
- vacancy/speculation tax in BC
- ownership in a strata property
- buying a home on First Nation land (99-year lease)

Recommended Instructional Components:

Micro-lessons, the use of film, analysis of news articles, and the study of case law will feature heavily as instructional strategies. Students will use legal databases (Canlii) to access case law. Lesson content will be supplemented by readings from the recommended text. Drill and review questions (oral and written) will help develop appropriate legal terminology and deepen student content knowledge. As part of the study of case law, in class discussion based on fact patterns will be used to foster critical thinking, problem solving, and respectful debate amongst colleagues. Students will write case briefs based on these fact patterns, and the conducting of Mock trials will allow students to demonstrate analysis, collaboration and communication skills. Observing law in action by visiting a local courthouse, and the BC Law courts will enhance student experience.

Recommended Assessment Components:

Formative assessment:

- review questions based on course readings (written and oral/observation), assessed on a 3 level scale for understanding
- on-line applications (Kahoot), and vertical learning techniques
- collaborative (buddy) quizzes as means of daily review
- presentation of case facts individually and in groups; self evaluation of performance according to rubric
- class discussions/debate
- use portfolio feature of Learn75/Scholantis to collect work samples that will demonstrate growth
- reflections on law courts visit

Summative assessment:

- unit tests; opportunities to improve understanding based on test corrections and re-writing
- mock trials (participate in a variety of legal roles)
- news story analysis: determine facts at law, interpret legal findings; report out in both written and oral formats
- self evaluation (according to rubric) of mock trial performance based on video; set goals for future trials

Learning Resources:

FUNDAMENTALS OF CANADIAN BUSINESS LAW, Second Edition; *John H. Willes and John A. Willes*

[Law Now](#); Relating law to life in Canada

[CANLII](#); Canadian Legal Information Institute database

Government of Canada Website: [Canadian Charter of Rights and Freedoms](#)

Province of BC Website: [Employment Standards](#)

[Globe and Mail](#); PowerPoint, Kahoot,

Additional Information: Associations with local legal professionals as sources of enhancement and career expertise will be developed.



School District/Independent School Authority Name: SD 75	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Jivan Dhaliwal	Date Developed: February 2019
School Name: Mission Secondary School	Principal's Name: Mr. James Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Criminology	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

Criminology 12 is the scientific study of criminal behavior. Students who take traditional Law 12 are exposed to a broad sampler of the various legal studies. However, this course will only focus on just criminal law. The presentation of content will take students on a journey from analyzing why certain actions have been deemed criminal, to how our court system handles offenders and attempts to reintegrate them back into society. Students will be challenged to reflect on their own beliefs and engage in discussions that will enhance their understanding of our Canadian criminal justice system from an objective perspective.

Goals and Rationale:

1. Explore the Canadian Criminal Justice system at a deeper, grassroots level
2. Analyze the role personal and social morality play in the creation of our criminal laws
3. Discuss the importance the presumption of innocence has during legal proceedings
4. Analyze how the Charter of Rights and Freedoms impacts the application of the criminal laws, from both a substantive and procedural perspective

Aboriginal Worldviews and Perspectives:

Sentencing Provisions under the Criminal Code

Aboriginal Police Force

BIG IDEAS

The accused is protected by the *Presumption of Innocence*, until proven otherwise by the Crown

Personal and Social Morality play a pivotal role in deciding what are society determines what is right, or wrong action.

The Legal Rights section of the Canadian Charter of Rights establishes parameters for law enforcement agencies to carry out their duties.

Case Law provides meaningful direction for judges throughout criminal proceedings

Justice Reform is needed to ensure that both the criminal laws and proceedings are evolving, as Canadian society is changing.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ol style="list-style-type: none"> 1. Investigate and apply case law to current legal cases 2. Create legal theories for a given criminal case, from both the Crown's and Defence's perspective 3. Evaluate how their personal moral compass impacts their assessment of whether an action is deemed criminal or not 4. Engage their fellow peers in a student-led panel discussion on a criminal law current event topic/issue 5. Analyze the evolution of the Criminal Code of Canada 6. Distinguish between summary, indictable and hybrid offences within the Criminal Code of Canada 7. Explain how the term "reasonable limitations" applies to cases, where there is a presumed Charter of Rights and Freedoms violation 8. Provide examples of where the current criminal laws may not accurately reflect the moral compass of Canadians 9. Investigate the various historical Criminology perspectives 10. Participate in mock criminal proceedings 	<p><i>Students are expected to know the following:</i></p> <ol style="list-style-type: none"> 1. The Fundamental Freedoms section within the Canadian Charter of Rights and Freedoms 2. The Legal Rights guaranteed by the Canadian Charter of Rights 3. <i>The Glaude Report</i> legal provisions for Aboriginal offenders 4. The causes of crime of Canada 5. The classification of offences within the Criminal Code of Canada 6. The <i>2-Part Test</i> a prosecutor uses when deciding to proceed on a criminal charge recommended by the police 7. Guidelines for sentencing a convicted offender 8. The various Criminology perspectives

Curricular Competencies – Elaborations

- Investigate and apply case law to current legal cases
Sample Student Activities:
 1. Assess how courts apply case law
 2. Evaluate the evolution of case law over time, based upon society's changing moral structure
- Create legal theories for a given criminal case, from both the Crown's and Defence's perspective
Sample Student Activities:
 1. Investigate legal theories that can help establish a motive
 2. Investigate legal theories that can help create reasonable doubt in the Crown's case
- Evaluate how their personal moral compass impacts their assessment of whether an action is deemed criminal or not
Sample Student Activities:
 1. Analyze moral dilemmas and ethical decision making from given scenarios
 2. Identify the correlation between personal moral compass to a deviant vs criminal act
- Engage their fellow peers in a student-led panel discussion on a criminal law current event topic/issue
Sample Student Activities:
 1. Select a current event hot topic that students would be able to both learn and discuss the opposing viewpoints that topic has
 2. Create a survey to identify the class' opinions before selecting a current event topic
 3. Analyze the importance of opposing viewpoints when trying to create a class discussion
- Analyze the evolution of the Criminal Code of Canada
Sample Student Activities:
 1. Identify criminal offences that have been recently added, due to society's changing moral structure
 2. Evaluate why certain criminal offences will always be considered wrong even if society's moral structure shifts
- Distinguish between summary, indictable and hybrid offences within the Criminal Code of Canada
Sample Student Activities:
 1. Investigate within the Criminal Code how criminal offences get classified by the level of harm
- Explain how the term "reasonable limitations" applies to cases, where there is a presumed Charter of Rights and Freedoms violation
Sample Student Activities:
 1. Analyze cases where the court permitted a restriction on Charter rights
 2. Evaluate how the reasonable limits clause impacts the Fundamental Freedoms section within the Canadian Charter of Rights and Freedoms
 3. Examine the phrase "Charter Rights are not absolute and can be restricted, if justifiable within a free, democratic society."
- Provide examples of where the current criminal laws may not accurately reflect the moral compass of Canadians
Sample Student Activities:
 1. Examination of the current drug laws, sentencing guidelines, impaired driving laws
- Investigate the various historical Criminology perspectives
Sample Student Activities:
 1. Investigation of the Classical, Marxist and Positivist views on crime
 2. Analysis of how the teachings of Karl Marx influence the views of poverty and crime
 3. Examine how criminal events in Canadian history have shifted how Canadians view crime
- Participate in mock criminal proceedings
Sample Student Activities:
 1. Participate in a criminal mock trial and prepare arguments for their respective positions.

Content – Elaborations

- The Fundamental Freedoms section within the Canadian Charter of Rights and Freedoms
Sample Topics:
 1. Freedom of Conscious and Religion (s1)
 2. Freedom of Thought, Belief, Opinion and Expression (s2)
 3. Freedom of Peaceful Assembly (s3)
 4. Freedom of Association (s4)
- The Legal Rights guaranteed by the Canadian Charter of Rights
Sample Topics:
 1. Life, Liberty and Security of the person (s7)
 2. Protection from Unreasonable Search and Seizure (s8),
 3. Arbitrary Detention/ Imprisonment (s9),
 4. Rights upon arrest (s10-11),
 5. Protection from Cruel and Unreasonable Punishment (s12)
 6. Right to Immunity from Self-Incrimination (s13)
 7. Right to have an interpreter when the trial is conducted in a language accused does not understand (s14)
- *The Glaude Report* legal provisions for Aboriginal offenders
Sample Topics:
 1. Restorative Justice
 2. Glaude considerations for bail
 3. Glaude considerations for sentencing
- The Causes of Crime in Canada
Sample Topics;
 1. Poverty and Crime
 2. Class conflict causing crime
 3. Addiction and substance abuse causing crime
 4. Mental illness causing crime
- The classification of offences within the Criminal Code of Canada
Sample Topics:
 1. Summary offences
 2. Indictable offences
 3. Hybrid Offences
- The *2-Part Test* a prosecutor uses when deciding to proceed on a criminal charge recommended by the police
Sample Topics:
 1. Prosecutor's Discretion
 2. Charge bargaining
 3. What constitutes "Society's Best Interest"?
 4. What constitutes "likelihood of a conviction"?

Content – Elaborations

- Guidelines for sentencing a convicted offender
 - Sample Topics:
 1. Retribution
 2. Deterrence
 3. Rehabilitation
 4. Restitution
 5. Denunciation
 6. Protection of the public
 7. The Glaude Report
 8. Sentencing Considerations
 9. Mitigation and Aggravating Factors
- The various Criminology perspectives (ie. Classical, Marxist, Positivist)
 - Sample Topics:
 1. Classical Criminology
 2. 19th-Century Positivism
 3. Positivist Criminology
 4. Cesare Lombroso and the Criminal Man
 5. Conflict Criminology

Recommended Instructional Components:

Instructional Components

1. Direct Instruction
2. Indirect Instruction
3. Interactive Instruction
4. Independent Instruction
5. Group work
7. Role Playing Scenarios
8. Projects

Recommended Assessment Components:

- 85% of the grade will be based on formative evaluations conducted during the course.
This formative evaluation will provide an indication of the student's mastery of the major instructional components covered during the course.
- 15% of the grade will be based on the practical final project

Type of Assessment – Formative

Evaluation Components – Theory

Assessment Tools – Written Work, Case Studies, Theory Tests, Journals, Projects, Presentations

Value – 85% of Final mark

Type of Assessment – Summative

Evaluation Components – Inquiry Based Evaluation of the Canadian Criminal Justice System

Assessment Tools – Teacher, and Self-Evaluation

Value – 15% of Final mark

Learning Resources:

1. Internet
2. All About Law (6th Edition)
3. The Criminal Code of Canada
4. The Charter of Rights and Freedoms



School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): 75
Developed by: Paul Horn	Date Developed: Oct 2018 (Revised version)
School Name: Riverside College	Principal's Name: Wade Peary
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Community Support Worker 12A (YCPA-1A) Foundational Skills	Grade Level of Course: 12
Number of Course Credits:	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course prepares the student for work in educational and instructional social service environments. It considers typical duties and job descriptions; populations served; common challenges and constraints; organizational structure; professionalism; effective assessment, communication techniques and training approaches.

Goals and Rationale:

Rationale: CSWs and EAs work in highly collaborative environments but there are important hierarchies, policies, legislation and distinctions in work roles in each setting.

Goals: Learners will develop a foundational understanding of their future workplaces and develop root competencies such as writing skills and First Aid.

Aboriginal Worldviews and Perspectives:

The concepts of institutionalization, paternalism, autonomy and authority are deeply explored. Consideration of Canada's history of institutionalization includes discussion of Trutch and the reserve system; the Indian Act; residential schools and the 60's Scoop.

BIG IDEAS

Assess and Address

Inclusion vs Integration and Segregation

What does institutionalization mean?

Examining interdependence. What are life skills? Why are they valuable? How are they taught.

Physical safety and dignity (emotional safety)

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following</i></p> <p>The student will:</p> <ul style="list-style-type: none"> • Successfully complete Red Cross EFA-HCP training and receive a certificate • Accurately describe the typical duties, expectations, work environments and challenges of instructional workers and teaching assistants • Complete an assessment plan • Complete a task analysis and be able to describe a range of life skills teaching and adaptive communication methods • Deliver a teaching presentation and complete a constructive and concrete self-evaluation plan afterward 	<p><i>Students are expected to know the following:</i></p> <p>See attached modules</p>

Big Ideas – Elaborations

See attached modules

Curricular Competencies – Elaborations

CSW/EA Modules:

Module 103 – Emergency First Aid for Healthcare Providers (P/F) (RED CROSS COURSE)

Module 104 – Working in the Classroom Environment (25%)

Module 113 – Assessment and Recording Methods (25%)

Module 115 – Professional Communication Skills (25%)

Module 117 – Life Skills Training Techniques (25%)

Content – Elaborations

See attached modules

Recommended Instructional Components:

1. Gardner & Chapman - Developing Staff Competencies for Supporting People with Developmental Disabilities
2. Module Handout for each modules
3. Red Cross - First Aid Text
4. Student's Dictionary of Psychology
5. Understanding the Purpose of Challenging Behaviour

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

1. In-class participation
2. Module tests (103, 104, 115, 117)
3. Presentations (104, 115)
4. Practical exercises (113, 117)

Learning Resources:

General – access to computer; projector; DVD player

First Aid – Mannikins and AED trainers; DVD player and projector; Red Cross instructor

Additional Information:

COMMUNITY SUPPORT WORKER MODULE OUTLINE

<i>What number is this module?</i>	104	
<i>What is this module called?</i>	The Classroom Environment	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In-class participation	30%
	Internet Presentation	30%
	Quiz	40%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<p>You will be able to describe the duties and roles of an EA in a school setting. You will be able to describe the specific venues in which an EA works. You will communicate more effectively in a school environment. You will be able to describe the designations and social issues encountered in a school.</p>	
<i>What are the key elements of this module?</i>	<p>Vocabulary – understand all designations and related terms Job roles – What does an EA do? What are the roles of others? Professional conduct – How does an effective EA function in a school setting?</p>	
<i>What will I need for this module?</i>	<ul style="list-style-type: none"> - Module and associated readings - Internet access - You may use the overhead or video projector if you want. 	

COMMUNITY SUPPORT WORKER MODULE OUTLINE

<i>What number is this module?</i>	113	
<i>What is this module called?</i>	Assessing & Recording	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In-class participation	20%
	ABCR exercise	15%
	Anecdotal exercise	15%
	Assessment Plan	25%
	Summary / Analysis	25%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<p>Students will be able to accurately record data in a variety of formats. Students will be able describe and summarize data using written descriptions and graphics. Students will be able to analyze data and describe functions behind behaviours. Students will be able to describe which methods are best for collecting various types of data and they will apply best practices when collecting data.</p>	
<i>What are the key elements of this module?</i>	Recording formats; behavioural description (objective versus subjective); discrete episodes; use of ABCR forms; time-durated recording; recognizing patterns in data; overlaying goals of behaviour and other lenses to analysis.	
<i>What will I need for this module?</i>	- Module and forms; Dark blue text: Assessing Behaviour; wrist watch with second hand; access to a restaurant for one evening; access to a calculator and computer	

COMMUNITY SUPPORT WORKER MODULE OUTLINE

<i>What number is this module?</i>	115	
<i>What is this module called?</i>	Communication Skills	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In-class participation	30%
	Presentation	30%
	Exam	40%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<ol style="list-style-type: none"> 1) Students will demonstrate improve skills in the areas of: <ol style="list-style-type: none"> a) Presentation skills; b) Active Listening; c) Conflict resolution and prevention; d) Communicating abstract concepts; and e) Giving feedback. 2) Students will demonstrate communication approaches that enhance collaboration, teamwork and the development of relationships. 	
<i>What are the key elements of this module?</i>	Concreteness and immediacy, FELOR, components of communication, listening to one’s inner narrative, meta-communication, HEAR-Care and Return, ownership, one minute management	
<i>What will I need for this module?</i>	The module. Attendance and a willingness to participate will be critical in this module.	

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
<i>What number is this module?</i>	117	
<i>What is this module called?</i>	Life Skills Training Techniques	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In-class Participation	10%
	Task Analysis	30%
	Augmentative Communication Report	30%
	Exam	30%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Describe common life skills taught within the community living and school environments • Describe and demonstrate common life skills training methods including <i>modeling, cueing, chaining, task analysis, and successive approximation</i> • Describe a variety of augmentative and adaptive approaches • Describe specialized techniques for teaching money management, bus training, personal hygiene, cooking • Describe approaches for augmenting communication 	
<i>What are the key elements of this module?</i>	Least intrusive approach, client-proofing, cueing versus prompting, chaining, task analysis, adaptations, augmentative communication methods, prerequisite skills	
<i>What will I need for this module?</i>	Module, Augmentative Communication handout and internet access.	



School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): 75
Developed by: Paul Horn	Date Developed: Oct 2018 (Revised version)
School Name: Riverside College	Principal's Name: Wade Peary
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Community Support Worker 12B (YCPA-2B) Social & Cognitive Development	Grade Level of Course: 12
Number of Course Credits:	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

vision

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course provides the student with a foundation in cognitive and behavioural psychology, preparing the student to develop intervention strategies.

Goals and Rationale:

Rationale: While teachers are generally seen as experts in curricular design, delivery and assessment, EAs and CSWs are expected to be experts at the individual level of service, and need to be prepared with knowledge that underpins effective behavioural management practice.

Goals: Learners will know the “why” behind the methods they will develop and they will be able to explain the practice choices they make. They will adapt and combine tools based on the assessed needs of supported persons.

Aboriginal Worldviews and Perspectives:

The course will offer multiple world views of mental illness and mental health, including that of North American First Nations. Consideration of traditional practices, such as “coming of age” rituals; vision-quests, sweat lodges and so forth will be considered as part of the discussion of Ericson’s and Bronfenbrenner’s theories.

Course Name:

Grade:

BIG IDEAS

Psychobiology

Structuralism

Cognitive Behaviourism

Relationship- Building tools

Systems theory

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>The student will:</p> <ul style="list-style-type: none">• Describe concrete approaches for developing a therapeutic relationship• Describe multiple psychological paradigms and their tenets• Apply their knowledge of psychology to self-analytical activities• Apply their knowledge to case studies	<p><i>Students are expected to know the following:</i></p> <p>See attached modules</p>

Big Ideas – Elaborations

See attached modules

Curricular Competencies – Elaborations

CSW/EA Modules:

Module 102 – The Life Skills Worker (25%)

Module 107A – Developmental Psychology (Conception to Age 6) (25%)

Module 107B – Developmental Psychology (Childhood to Death)(25%)

Module 111 – Behaviour & Cognition (25%)

Content – Elaborations

See attached modules

Recommended Instructional Components:

1. Gardner & Chapman - Developing Staff Competencies for Supporting People with Developmental Disabilities
2. Module Handout for each modules
3. Student's Dictionary of Psychology
4. Understanding the Purpose of Challenging Behaviour
5. Movie: The Mighty (watched in class)*

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

1. In-class participation
2. Module tests (102, 107A, 107B, 111)
3. Presentations (107B)
4. Practical exercises (107A, 111)
5. Essays (102, 107B)
6. Poster (107A)

Learning Resources:

General – access to computer; projector; DVD player, speakers
Field trip requires access to a school bus (one day only)

Additional Information:

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
<i>What number is this module?</i>	102	
<i>What is this module called?</i>	The Life Skills Worker	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In-class participation	25%
	Quiz	40%
	Essay: The Mighty	35%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<p>You will be able to describe the job description of an LSW and the many variations on that theme. You will be able to describe the expectations of an LSW and the skills for dealing with families, clients and crises.</p> <p>You will think about and begin to develop skills for building new professional relationships.</p>	
<i>What are the key elements of this module?</i>	<p>Understanding documentation and other processes for LSWs.</p> <p>Knowing how to deal with challenges.</p> <p>Focusing on what it takes to start a relationship with a person who may be socially shy or reticent.</p>	
<i>What will I need for this module?</i>	<ul style="list-style-type: none"> - The module handout - Watch The Mighty 	

COMMUNITY SUPPORT WORKER MODULE OUTLINE

<i>What number is this module?</i>	107A
<i>What is this module called?</i>	Developmental Psychology – Conception to Age 6
<i>When does this module occur?</i>	
<i>What are the graded assignments in this module?</i>	In-class participation 20%
	Poster Assignment 30%
	Lifeline / System 20%
	Exam 30%
<i>When are they due?</i>	
<i>What are the objectives of this module?</i>	<ol style="list-style-type: none"> 1) Students will understand the basic history and terminology of modern developmental psychology and be able to teach back the various psychological theories describing development. 2) Students will be able to describe the factors and variables that can affect early development. 3) Students will be able to describe how 'nature' and 'nurture' both play a role in development.
<i>What are the key elements of this module?</i>	<ol style="list-style-type: none"> 1) 7 components of Life Span Development Theory 2) Tenets and vocabulary associated with Behaviourism, Psychobiology, Social Learning Theory, Psychoanalysis, Cognitive Structuralism and Ecology. 3) Continuous versus discontinuous development 4) Variables effecting development in the prenatal, infancy and early childhood stages.
<i>What will I need for this module?</i>	Module and readings, Psychological Dictionary, access to the internet and to library, in-class library

COMMUNITY SUPPORT WORKER MODULE OUTLINE

<i>What number is this module?</i>	107B
<i>What is this module called?</i>	Developmental Psychology – Age 6 to Death
<i>When does this module occur?</i>	
<i>What are the graded assignments in this module?</i>	In-class participation 20%
	Presentation 30%
	Parenting Questions 20%
	Exam 30%
<i>When are they due?</i>	
<i>What are the objectives of this module?</i>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Describe various psychological theories describing development as they relate to adolescent, early and late adulthood. - Describe a variety of factors and variables which can affect development through these years of development, including schooling, parenting, peers, and substance abuse - Describe how aging affects cognitive, behavioral and physical functioning
<i>What are the key elements of this module?</i>	Concepts related to play, peer and parental influence, marriage, retirement, aging, education, sexuality, puberty, death and grieving.
<i>What will I need for this module?</i>	Module and associated readings. This module requires careful reading of the distributed materials. Internet access. A partner.

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
<i>What number is this module?</i>	111	
<i>What is this module called?</i>	Behaviour & Cognition	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In-class participation	30%
	Case Studies	40%
	Exam	30%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<ol style="list-style-type: none"> 1. The student will be able to apply a variety of analytical models to behavioural cases in order to assess the motivations behind the behaviours. 2. The student will be able to describe and apply the “functional continuum” and the variables of functionality. 3. The student will be able to assess a behaviour’s functionality from a client’s perspective. 4. The student will be able to describe the difference between a behaviour and possible motive. 5. The student will apply Ockham’s Razor in assessing cases. 6. The student will be able to categorize behaviour according to an adaptivity scale. 	
<i>What are the key elements of this module?</i>	<ol style="list-style-type: none"> 1. Vocabulary and concepts associated with Maslow, Adler, Dreikurs, Vaillant and Anna Freud. 2. Application of a behavioural analytical model. 3. The functional continuum 	
<i>What will I need for this module?</i>	- Module and readings; a partner; internet access; Blue Text: Competencies Section 2; Psychology Dictionary	



School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): 75
Developed by: Paul Horn	Date Developed: Oct 2018 (Revised version)
School Name: Riverside College	Principal's Name: Wade Peary
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Community Support Worker 12C (YCPA-2C) Behavioural Methods & Reporting	Grade Level of Course: 12
Number of Course Credits:	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course provides the student with tools for managing challenging behaviour and for accurately reporting client progress.

Goals and Rationale:

Rationale: Having developed the underlying knowledge and tenets behind cognitive behaviourism, this course allows the student to apply those skills in critical situations, including behavioural crises.

Goal: Learners will develop skills for safely and ethically navigating behavioural and social challenges in the workplace.

Aboriginal Worldviews and Perspectives:

Students will overlay the model of the Medicine Wheel to their own behaviour and learn to apply it in practice with supported individuals.

BIG IDEAS

Rational Detachment
& Integrated
Experience

Physical Intervention
as Last Resort

The Functional
Continuum

Dignity in practice and
communication

Use of concreteness in
written and verbal
communication

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>The student will:</p> <ul style="list-style-type: none"> • Successfully complete the CPI training program and earn a certificate • Apply ethics and principles analytically and accurately to a number of cases • Develop a Code of Conduct in conjunction with other students • Demonstrate professional competence and ethics in written reports and behavioural analyses 	<p><i>Students are expected to know the following:</i></p> <p>See attached modules</p>

Big Ideas – Elaborations

See attached modules

Curricular Competencies – Elaborations

See attached modules

Content – Elaborations

CSW/EA Modules:

Module 119 – Professional Writing Skills (50%)

Module 121 – Behaviour Management (50%)

Module 123 – Non-Violent Crisis Intervention (CPI course) (P/F)

Recommended Instructional Components:

1. Gardner & Chapman - Developing Staff Competencies for Supporting People with Developmental Disabilities
2. Module Handout for each modules
3. Student's Dictionary of Psychology
4. CPI workbook*

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

1. In-class participation
2. Module tests (119, 121, 123)
3. Presentations (121)
4. Practical exercises (119)
5. Fact Sheet (121)

Learning Resources:

access to computer; projector; DVD player

Additional Information:

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
<i>What number is this module?</i>	119	
<i>What is this module called?</i>	Professional Writing Skills	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In-class participation	10%
	Progress Report	30%
	Outline	30%
	Exam	30%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use correct grammar, spelling and punctuation in their writing. They will consistently use a dictionary and proofread their work. • Correctly cite all written work using the APA style. • Utilize correct essay structure in all essays. • Apply best practices when writing all professional documentation 	
<i>What are the key elements of this module?</i>	Parts of speech, correct sentence structure; avoiding run-on sentences, sentence fragments and dependent clauses; applying punctuation (especially commas) correctly; essay structure and outlining; APA citation; progressive language; privacy rules; objective vs subjective reporting; reporting types	
<i>What will I need for this module?</i>	- Module, dictionary, style guide, on-line access, grammar readings	

COMMUNITY SUPPORT WORKER MODULE OUTLINE

<i>What number is this module?</i>	121	
<i>What is this module called?</i>	Behaviour Management	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In-class participation	10%
	Presentation	30%
	Fact Sheets	30%
	Exam	30%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<p>The students will be able to describe:</p> <ul style="list-style-type: none"> • The concepts of behavioural functionalism and reinforcement. • The basic principles of various psychological schools. • Dreikurs' assessments of the four sources of misbehavior • Models of Cognitive Behavioural Therapy • The behaviour commonly associated with a variety of common mental illnesses and syndromes • The ethics and practical considerations required before one can implement behavioural approaches 	
<i>What are the key elements of this module?</i>	Operant conditioning concepts; punishment and consequences; mental health symptoms; proactive versus reactive strategies; approaches for addressing behavioural problems; reinforcement schedules	
<i>What will I need for this module?</i>	The module; access to internet and other resource libraries; a partner; access to in-class library and all regular text books, section 2 of Competencies	

123 - *Nonviolent Crisis Intervention*[®] Training (Crisis Prevention Institute)

With a focus on prevention, our core training program equips staff with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage. It's been setting the standard for crisis prevention and intervention training for over 35 years, and can help your organization:

- Reduce the risk of injury.
- Comply with legislative mandates.
- Meet regulatory/accreditation standards.
- Improve staff retention.
- Minimize exposure to liability.
- Promote *Care, Welfare, Safety, and Security*SM.



School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District No. 75
Developed by: Sherry Li	Date Developed: Feb. 27, 2019
School Name: Ecole Mission Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: English for Language Learners Level 2	Grade Level of Course: 10-12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): English language acquisition test

Special Training, Facilities or Equipment Required: Course instructor must be trained and/or experienced in delivering differentiated instruction to English language learners.

Course Synopsis: English for Language Learners Level 2 is a preparatory course for English 10 or 11. ELL learners will be given opportunities to acquire the English skills needed to make academic progress. Through group/independent reading, class discussions, group/individual work, and oral presentations, students will further develop their speaking, listening, reading comprehension, and writing skills. This course is intended to graduate the student through English for Language Learners Level 3, with the ultimate goal of graduating from a B.C. School.

Goals and Rationale: This course is designed to graduate the ELL learners through a rigorous, academic English skills-based program, which will support the Academic English program offered at the school. ELL learners will learn the four main English language skills of reading, writing, listening and speaking. This course is developed for the international and landed immigrant student whose goal is graduation from a B.C. School and whose English language skills are low. The goal of the course is to enable the ELL learner in such a way that they achieve a level of fluency

in English to communicate ideas, ask and answer questions, provide simple explanations and descriptions, give simple opinions with reasons, and make statements both orally and in writing.

Aboriginal Worldviews and Perspectives: Class content shall include stories expressing First Peoples' perspectives, values, beliefs, and points of view. Students will learn to recognize and appreciate the diversity within and across First Peoples' societies as represented in texts.

BIG IDEAS

Listening and viewing with intent supports our understanding and acquisition of a new language.

Language strategies help us acquire a new language and understand a variety of messages.

Expressing ourselves in a new language requires courage, risk taking and perseverance.

Engagement with writing processes can support creativity and enhance clarity of expression.

Texts are socially, culturally, geographically, and historically constructed.

Learning Standards

Curricular Competencies	Content
<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use predicting, inferencing, contextual clues, & word analysis to read unfamiliar text • Decode root words, prefixes, suffixes, & vowel digraphs • Read with more expression, attend to common punctuation, & make meaningful substitutions • Understand more vocabulary including familiar words with multiple meanings, & academic & subject-specific words • Understand ideas in related paragraphs connected by cohesive devices & transition words • Understand text with some complex sentences featuring a variety of different types of clauses • Describe main events or ideas & explain the relationship between them • Make simple, organized notes on a new topic using a familiar format • Make simple inferences based on explicit information • Understand the difference between fact & opinion, cause & effect, & comparison & contrast with support • Understand explicit social & cultural references, & some simple literary techniques such as figurative language in a variety of text • Understand & identify the purpose & discriminating features associated with an increasing range of basic genres such as recounts, narratives, procedures, descriptions, sequential explanations, arguments, summaries 	<p>*number of units per semester depends on student interest and need</p> <p>Suggested Texts:</p> <ol style="list-style-type: none"> 1. What a World 2 (listening and reading) 2. What a Life 2 3. Short fictional stories (with content suitable for cross-cultural understanding; any cultural specific references should be scaffolded. E.g. hockey terms, slangs, creatively spelt words) 4. Newsela.com (has leveled non-fictional readings) 5. Fundamentals of English Grammar 4th edition 6. Ready to Write 2 and 3 7. Oxford English, An International Approach 8. Most Used Words lists first 1000 and 2000 <p>Strategies and processes:</p> <ul style="list-style-type: none"> • reading strategies <ul style="list-style-type: none"> • reading out-loud for fluency (sound-out unfamiliar words, pay attention to punctuation) • practice predicting, synthesizing, summarizing, drawing conclusion, contextual clues • making inferences, connections • identifying main ideas • writing processes <ul style="list-style-type: none"> • adding details

- Express opinions with some rationale
- Make logical connections to self or other texts supported by reasons
- Support key ideas with background knowledge
- Understand an expanding range of spoken text in terms of purpose, structure, & organization
- Understand hypothetical questions
- Understand some common social expressions, slang, humour, & common idioms, & recognize differences in register & intonation in various contexts

Create and communicate (writing, speaking, representing)

- Express a focused idea with some elaboration; meaning is generally comprehensible
- Provide some general & relevant details to support meaning
- Use strategies such as pre-writing plans, multiple sources, frameworks, models, knowledge of sentence patterns, & dictionaries to produce & revise text
- Use vocabulary more purposefully, including high-frequency, descriptive, subject-specific, & academic words, & some cognates
- Use a variety of compound & complex sentences
- Use some descriptive, expressive, & technical language to develop text; some evidence of personal & authentic voice
- Provide an effective introduction & predictable conclusion in a basic multi-paragraph composition
- Connect ideas using transition words & subordinate conjunctions supported by graphic organizers & models as necessary
- Produce brief examples of personal, informational & imaginative genres (recounts, narratives, descriptions, procedures, simple explanations, arguments, opinions) to suit purpose
- Use capitalization & commas, & some apostrophes, quotation marks, & hyphens
- Spell a range of words using word lists, personal dictionaries, & knowledge of common patterns
- Use some negatives, irregular plurals, object pronouns, prepositions, regular verbs in past & future continuous tenses, & irregular verbs in past & future continuous tenses, with occasional errors
- Edit & revise expository & narrative text for word choice, punctuation, spelling, basic grammatical structures, & some fragments & run-ons
- Express & connect ideas & some supporting details using conjunctions,

- strategies for pre-writing, writing, revising, and editing
- multi-paragraph composition

Language features, structures, and conventions

- language features
 - punctuation (comma, quotation marks)
 - Transition words
 - Phrasal verbs
- usage and conventions
 - tenses (focus on perfect and future tenses)
 - run-on, fragments
 - language registers
- sentence structures (focus on compound and compound-complex)

Vocabulary

- high-frequency
- descriptive
- academic words
- words with multiple meaning

<ul style="list-style-type: none"> prepositional phrases, & time & sequence markers • Understand speech on familiar topics • Speak with negatives, noun phrases, adjective phrases, irregular plurals, possessives, prepositions, & future continuous & irregular past tense verbs, with some usage errors • Add detail to affirmative & negative statements, questions, offers, & commands • Attempt to use variation in intonation, tone, pacing, volume, & emphasis to affect meaning, with occasional errors • Use language for an expanding range of purposes, including to comment, give opinions, clarify, express agreement/ disagreement, describe, recount, sequence, & explain • Use some expressions, idioms, gestures, common social references, & appropriate register to suit the context • Use some strategies including circumlocution, active listening, & clarifying questions to initiate & sustain a range of communicative tasks • Seek clarification by asking questions 	
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Instructional Support – Elaborations

Differentiation:

Attend to the curricular outcomes and alter the resources, learner tasks, teaching strategies, student products and assessment based on the proficiency of English language learner.

- Provide process support: e.g., guided practice, strategic grouping, supportive templates, labelled graphic organizers with instructional support, cloze, group generated projects
- Provide scaffolded opportunities for students to demonstrate their learning with end products, such as scripted and practiced presentations, categorizing and labelling

Culturally Responsive Practices:

Acknowledge the home language and prior knowledge of English language learners, support the use of the students' home languages to understand the English language and academic concepts, and encourage opportunities for students to share their cultures.

- Use first language buddies
- Ensure materials represent multicultural perspectives; e.g., food, shelters and structures, landforms
- Organize activities that reflect various cultures

Resources:

Engage students through multimodal resources representing multiple perspectives.

- Regalia and visuals to build background knowledge
- Manipulatives

Instructional Support – Elaborations

- Simple leveled texts, high interest/low vocabulary texts, modified texts, visually supported texts
- Video with an adjusted rate of speech, subtitles, essential concepts only
- Pre-selected websites and apps at an appropriate level
- Digital tools; e.g., translator dictionary, text-to-speech and speech-to-text software
- Interactive multimedia at appropriate level

Recommended Instructional Components:

- Short daily grammar and speaking practices
- A vocabulary program that focus on continued acquisition of most-used English words
- Reading and listening programs that incorporates both fiction and non-fiction genres with questions that builds students' vocabulary, comprehension, critical thinking, and inferential skills.
- A writing program teaching students to write various types of complete sentences and paragraphs.
- Inquiry based projects incorporating group work, presentations, and technology.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Per term, sixty percent (60%) of the grade will be based on formative assessments. This portion of the grade will reflect the student's most consistent level of achievement throughout the course. Formative Assessment* components will include, but not be limited to the following:

- Self/peer evaluation of written and oral work
- Grammar worksheets
- Presentations
- Classroom discussions
- Writing assignments
- Comprehension worksheets
- Vocabulary assignments
- Pair/group work
- Student conferencing

**Assessment will be done on an ongoing basis, and data collected will be used to inform the student on their level of achievement.*

Per term, forty percent (40%) of the grade will be based on summative assessments*. Components will include, but not limited to the following:

- Vocabulary quizzes and tests
- Unit tests
- Formal writing assessments
- Presentations and projects
- Portfolio assessment

**Assessments will be standards-based, age/grade-level appropriate, tied to instructional outcomes, purposeful, varied and clear.*

Learning Resources:

Azar, B. S. (2011). *Fundamentals of English grammar fourth edition*. New York: Pearson Education.

Blanchard, K. & Root, C. (2010). *Ready to write: A first composition text*. New York: Pearson Education.

British Columbia. (2017). *ELL Standards*. Retrieved from <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-secondary.pdf>

Broukal, M. (2001). *What a life! Stories of amazing people*. New York: Longman.

Broukal, M. (2011). *What a world 1: Amazing stories from around the world (2nd Ed.)*. New York: Pearson Education.

Broukal, M. (2011). *What a world 1: Listening*. New York: Pearson Education.

Ganong, E., & Ingram, D. (2002). *The grab bag of socializing activities: A collection of socializing-related activities for ESL classrooms*. Toronto: Canadian Resources for ESL.

Ingram, D. (2007). *Beginner lesson pack book two*. Toronto: Canadian Resources for ESL.

Nation, P. (n.d.) *The BNC/COCA headword lists*. Retrieved from <https://www.victoria.ac.nz/lals/about/staff/paul-nation#vocab-lists>



School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District No. 75
Developed by: Sherry Li	Date Developed: Feb. 27, 2019
School Name: Ecole Mission Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: English for Language Learners Level 3	Grade Level of Course: 10-12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): English language acquisition test

Special Training, Facilities or Equipment Required: Course instructor must be trained and/or experienced in delivering differentiated instruction to English language learners.

Course Synopsis: English for Language Learners Level 3 is a preparatory course for English 11 or 12. ELL learners will be given opportunities to acquire the English skills needed to make academic progress. Through group/independent reading, class discussions, group/individual work, and oral presentations, students will further develop their speaking, listening, reading comprehension, and writing skills. This course is intended to support ELL learners with acquiring academic English, with the ultimate goal of graduating from a B.C. School.

Goals and Rationale: This course is designed to graduate the ELL learners through a rigorous, academic English skills-based program, which will support the academic English program offered at the school. ELL learners will learn the four main English language skills of reading, writing, listening and speaking. This course is developed for the international and landed immigrant student whose goal is graduation from a B.C. School and whose English language skills are developing. The goal of the course is to enable the ELL learner in such a way that they achieve a level of

fluency in English to communicate ideas, ask and answer questions, comprehend close to grade-level text, provide explanations and descriptions, give opinions with reasons, and make statements both orally and in writing.

Aboriginal Worldviews and Perspectives: Class content shall include stories expressing First Peoples' perspectives, values, beliefs, and points of view. Students will learn to recognize and appreciate the diversity within and across First Peoples' societies as represented in texts.

BIG IDEAS

Listening and viewing with intent supports our understanding and acquisition of a new language.

Language strategies help us acquire a new language and understand a variety of messages.

Expressing ourselves in a new language requires courage, risk taking and perseverance.

Engagement with writing processes can support creativity and enhance clarity of expression.

Texts are socially, culturally, geographically, and historically constructed.

Learning Standards

Curricular Competencies	Content
<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Decode multi-syllable words & complex letter combinations • Read more consistently with expression, attend to most punctuation, & self-correct as needed • Use predicting, synthesizing, summarizing, drawing conclusions, contextual clues, & word analysis to read a variety of unfamiliar text • Understand a range of vocabulary including academic & subject-specific words, & words with multiple meanings • Understand ideas in extended text connected by a range of cohesive devices & transition words • Understand text with a range of sentence structures that feature various types of phrases & clauses • Describe & analyze main events or ideas with some insight • Make accurate, organized notes using a logical format & an appropriate level of detail • Make & substantiate basic inferences from explicit & some implicit information • Understand supported opinions, & understand hypothetical & inferential passages • Understand implied meaning of some social references, cultural references • Understand & identify the purpose & associated linguistic & structural features of an expanding range of factual & literary genres • Provide reactions or judgments supported by reasons & examples 	<p>*number of units per semester depends on student interest and need</p> <p>Suggested Texts:</p> <ol style="list-style-type: none"> 1. What a World 3 (listening and reading) 2. What a Life 3 3. Short fictional stories (with content suitable for cross-cultural understanding; any cultural specific references should be scaffolded. E.g. hockey terms, slangs, creatively spelt words) 4. Newsela.com (has leveled non-fictional readings) 5. Fundamentals of English Grammar 4th edition 6. Ready to Write 3 7. Oxford English, An International Approach 8. Most Used Academic Words list <p>Strategies and processes:</p> <ul style="list-style-type: none"> • reading strategies <ul style="list-style-type: none"> • reading out-loud for fluency (sound-out unfamiliar words, pay attention to punctuation) • practice predicting, synthesizing, summarizing, drawing conclusion, contextual clues • making inferences, connections • identifying main ideas

- Make logical connections to own ideas, other texts, & themes
- Make logical connections between new information & background knowledge
- Understand a range of academic & subject-specific vocabulary including synonyms, antonyms, adjectives, adverbs, & words with various meanings
- Understand main ideas & supporting details linked by cohesive devices & transition words in longer discourse on academic topics
- Understand a wide range of spoken discourse in terms of purpose, structure, & organization
- Understand inferential questions
- Understand a range of idiomatic expressions, slang, & sarcasm indicated by subtle change in tone, volume, speed, & intonation
- Understand a variety of complex sentence structures including compound-complex sentences, conditional sentences
- Understand rapid speech on familiar & unfamiliar topics

Create and communicate (writing, speaking, representing)

- Express focused & developed ideas relevant to the purpose; meaning is usually comprehensible
- Provide some specific & appropriate details to enhance meaning
- Use strategies such as pre-writing plans, multiple sources, writing conferences, frameworks & models, checklists, & rubrics to produce & revise text
- Choose from a range of vocabulary including high-frequency, descriptive, subject-specific, & academic words, & words with multiple meanings
- Use a variety of sentence structures that include embedded ordines & phrases
- Use some clear & varied descriptive, expressive, technical, & figurative language
- Use a growing sense of voice, tone, & register to develop text appropriate to purpose & audience
- Provide an effective introduction, clear middle, & conclusion in a multi-paragraph composition
- Connect ideas using a variety of cohesive devices supported by graphic organizers & models as necessary
- Produce examples of a wider range of personal, informational, & imaginative genres (sequential explanations, factual texts, simple arguments, narratives) to suit purpose

- writing processes
 - adding details
 - strategies for pre-writing, writing, revising, and editing
 - writing paragraphs in a variety of genres

Language features, structures, and conventions

- language features
 - punctuation (comma, quotation marks)
 - Transition words
 - Phrasal verbs
- usage and conventions
 - tenses (focus on continuous tenses)
 - run-on, fragments
 - passive voice
 - language registers
- how to take notes
- sentence structures (focus on compound-complex and conditional)

Vocabulary

- high-frequency
- descriptive
- subject-specific
- academic words
- words with multiple meaning

- Use most punctuation with increasing accuracy
- Use common & irregular spellings with increasing accuracy
- Use phrasal expressions, conditional structures, & arrange of past, present, future & perfect tenses in active & passive voice with increasing accuracy
- Edit & revise essays for word choice, fragments, run-ons, & most punctuation conventions & grammatical structures
- Choose from a range of vocabulary, including common, descriptive, subject-specific, & academic words, & words with multiple meanings
- Express & connect ideas & supporting details using a variety of cohesive devices
- Use phrasal expressions, a range of past, present, future & perfect tenses in active & passive voice with occasional errors
- Use compound, complex, & conditional sentence structures
- Use variation in intonation, tone, volume, pacing, & emphasis for effect with some degree of accuracy
- Use language for a wide range of purposes, including to discuss topics, give opinions, inquire, persuade, compare & contrast, speculate, negotiate, conclude, & show cause & effect
- Use & experiment with various expressions, idioms, gestures, humour, sarcasm, & register most appropriate to the context
- Use a variety of strategies including elaborating, commenting, restating, & questioning to initiate, sustain, & extend communicative tasks
- Seek clarification by asking specific questions using academic language

Instructional Support – Elaborations

Differentiation:

Attend to the curricular outcomes and alter the resources, learner tasks, teaching strategies, student products and assessment based on the proficiency of English language learner.

- Provide process support: e.g., guided practice, strategic grouping, supportive templates, labelled graphic organizers with instructional support, cloze, group generated projects
- Provide scaffolded opportunities for students to demonstrate their learning with end products, such as scripted and practiced presentations, categorizing and labelling

Culturally Responsive Practices:

Acknowledge the home language and prior knowledge of English language learners, support the use of the students' home languages to understand the English language and academic concepts, and encourage opportunities for students to share their cultures.

- Use first language buddies

Instructional Support – Elaborations

- Ensure materials represent multicultural perspectives; e.g., food, shelters and structures, landforms
- Organize activities that reflect various cultures

Resources:

Engage students through multimodal resources representing multiple perspectives.

- Regalia and visuals to build background knowledge
- Manipulatives
- Simple levelled texts, high interest/low vocabulary texts, modified texts, visually supported texts
- Video with an adjusted rate of speech, subtitles, essential concepts only
- Pre-selected websites and apps at an appropriate level
- Digital tools; e.g., translator dictionary, text-to-speech and speech-to-text software
- Interactive multimedia at appropriate level

Recommended Instructional Components:

- Short daily grammar and speaking practices
- A vocabulary program that focus on continued acquisition of most-used English words
- Reading and listening programs that incorporates both fiction and non-fiction genres with questions that builds students' vocabulary, comprehension, critical thinking, and inferential skills.
- A writing program teaching students to write various types of complete sentences and paragraphs.
- Inquiry based projects incorporating group work, presentations, and technology.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

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- Self/peer evaluation of written and oral work
- Grammar worksheets
- Presentations
- Classroom discussions
- Writing assignments
- Comprehension worksheets

- Vocabulary assignments
- Pair/group work
- Student conferencing

**Assessment will be done on an ongoing basis, and data collected will be used to inform the student on their level of achievement.*

Per term, forty percent (40%) of the grade will be based on summative assessments*. Components will include, but not limited to the following:

- Vocabulary quizzes and tests
- Unit tests
- Formal writing assessments
- Presentations and projects
- Portfolio assessment

**Assessments will be standards-based, age/grade-level appropriate, tied to instructional outcomes, purposeful, varied and clear.*

Learning Resources:

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British Columbia. (2017). *ELL Standards*. Retrieved from <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-secondary.pdf>

Broukal, M. (2001). *What a life! Stories of amazing people*. New York: Longman.

Broukal, M. (2011). *What a world 3: Amazing stories from around the world (2nd Ed.)*. New York: Pearson Education.

Broukal, M. (2011). *What a world 3: Listening*. New York: Pearson Education.

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Ingram, D. (2007). *Beginner lesson pack book two*. Toronto: Canadian Resources for ESL.

Nation, P. (n.d.) *The BNC/COCA headword lists*. Retrieved from <https://www.victoria.ac.nz/lals/about/staff/paul-nation#vocab-lists>



School District/Independent School Authority Name: School District #75 (Mission)	School District/Independent School Authority Number (e.g. SD43, Authority #432): Mission SD #75
Developed by: Daniel Jakobs	Date Developed: January 2019 Amended:
School Name: Ecole Mission Secondaire/Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Football 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Students must have successfully completed Football 10

Special Training, Facilities or Equipment Required: The teacher should have a background in football with coaching experience. Level 1 NCCP Certification and attending current coaching workshops would be an asset. Facility access to a gym, weight room, track, classroom, football field and library. Equipment required: cones, skipping ropes, medicine balls, jumping hurdles, footballs, a variety of blocking pads, blocking sled, protective football equipment, athletic tape, videos, DVDs and whistles.

Course Synopsis: The objective of this course is to continue to develop skills and enhance competency in football both as a player, and as a coach. Emphasis will be on skill development and coaching. In addition, this course includes units on Skill Development, Team Play, Offensive and Defensive Systems, Nutrition, Strength and Sport Specific Training and Journal Writing.

Goals and Rationale: This course has been developed to build on the knowledge gained in Football 10 and to support students who want the challenge and tools to reach their maximum potential on, and off, the football field. Specific drills designed to develop fundamental football skills and a solid foundation of rules, strategies, and systems will create confidence and the desire to improve.

Aboriginal Worldviews and Perspectives:

♣Mentorship/Leadership through Community Engagement (Coaching, Officiating touch football at the Elementary Level, and School Intramural Program)

- ♣Engagement with Nature and the Outdoors
- ♣Community: Family/Alumni Participation Day
- ♣Traditional Teachings: Seven Grandfathers (Respect, Trust, Love, Honour, Humility, Bravery, Truth). Application to their individual and team goals.

Course Name: Football Grade: 11

BIG IDEAS

Personal fitness can be maintained and improved through regular participation in football-based activities and training principles.	Understanding our strengths, weaknesses and personal preferences will help us plan and achieve our goals	Understanding the factors that influence our health empowers us to take action to improve it.	Exploring a variety of football systems will increase and enhance our recognition of game play and personal growth within the sport.	Mentorship and Leadership in both the school and the community. Social, emotional, and mental well-being can be improved through being involved in a team environment and learning the importance of communication and sportsmanship.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Literacy</p> <ul style="list-style-type: none"> ♣Refine and apply movement skills in a variety of football related activities and environments; ♣Apply and refine a variety of movement concepts and strategies in different activities; ♣Apply methods of monitoring and adjusting exertion levels in situational activities; and ♣Demonstrate safety, fair play, leadership and sportsmanship in all football activities. <p>Health and Active Living</p> <ul style="list-style-type: none"> ♣Participate in sport specific exercises to enhance and increase physical change to increase performance in the sport of football; ♣Explain how developing competencies in football activities can increase confidence and encourage lifelong participation in the sport, or related sports; ♣Plan ways to overcome potential barriers that affect participation in the sport of football; 	<p><i>Students are expected to know the following:</i></p> <p>Students are expected to know the following:</p> <ul style="list-style-type: none"> ♣Proper technique for movement skills related to the sport of football; ♣Movement concepts and strategies in both offensive and defensive systems; ♣Ways to monitor and adjust physical exertion levels; ♣Health benefits of different physical activities; ♣Training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity; ♣Potential short and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology; ♣Sources of health information and their trustworthiness;

<ul style="list-style-type: none"> ♣Pursue personal healthy-living goals by setting goals, planning how to achieve them, and reflecting on ongoing progress; ♣Analyze how health-related decisions, such as those related to healthy eating and substance use support the achievement of personal healthy-living goals; ♣Social and community health; ♣Develop skills for maintaining healthy relationships and responding to interpersonal conflict, including communication skills, negotiation strategies, and conflict resolution techniques; ♣Create strategies for promoting the health and well-being of the school and community; ♣Mental well-being; and ♣Describe the relationship between physical activity, mental well-being and overall health. 	<ul style="list-style-type: none"> ♣Basic principles for responding to emergencies; ♣Strategies to protect themselves, and others, from potential abuse, exploitation, and harm in a variety of officiating settings; ♣Influences of physical, emotional, and social changes on player identities and team relationships; and ♣Strategies for goal-setting and self-motivation.
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Big Ideas – Elaborations

♣The ability and willingness to explore new training techniques will have a critical role in achieving one’s personal goals with regards to football skill development;

♣ Through opportunities to coach or assist at the elementary and middle school level, the student will acquire a skill-set that will lead to greater confidence and understanding of the progression needed to improve in football skills;

♣ Adopt a healthy lifestyle by committing to a lifelong plan;

♣ Organization skills will be fostered as the student will aid in the running of touch football games and tournaments;

♣ Communication skills will be enhanced as the student relates information through coaching, and peer feedback;

♣ Recognizing and controlling one's emotions to create an environment towards personal success in critical situations including playing at a competitive level while demonstrating good sportsmanship.

♣ Mentoring younger athletes in the JV football program at Mission Secondary

Curricular Competencies – Elaborations

♣ Perform basic football skills (passing, catching, tackling, blocking, kicking, punting);

♣ Demonstrate leadership skills and clear communication through peer instruction and feedback;

♣ Identify and perform a variety of offensive and defensive skills and techniques;

♣ Demonstrate the knowledge and ability to play all the different positions on the field;

♣ Demonstrate game like strategies and problem-solving skills on the field;

♣ Contribute to the school and community by officiating touch football games at local elementary schools and intramural programs at Mission Secondary;

♣ Effectively interpret and use appropriate football coaching signals;

- ♣ Demonstrate leadership and decision-making skills when officiating at the elementary and middle school level;
- ♣ Design and analyze a personal nutritional plan to suit specific needs;
- ♣ Understand the difference between Pre-Competition and Between-Event nutrition;
- ♣ Design a training program that suits individual needs.

Content – Elaborations

Skill Development: Basic movement skills, passing, catching, tackling, blocking, stance and start;

Game Knowledge: Player roles, systems, coverage and transition. Defensive systems , zone cover 3, 2, and 4. Man cover 1, 2, and 0. Offensive systems , spread, I, goal line

Team management concepts: Offenses, defenses, and special teams tailored to specific team strengths and weaknesses

Positional responsibilities: Receiver, defensive back, D or O line, linebacker, running back, punter, place kicker

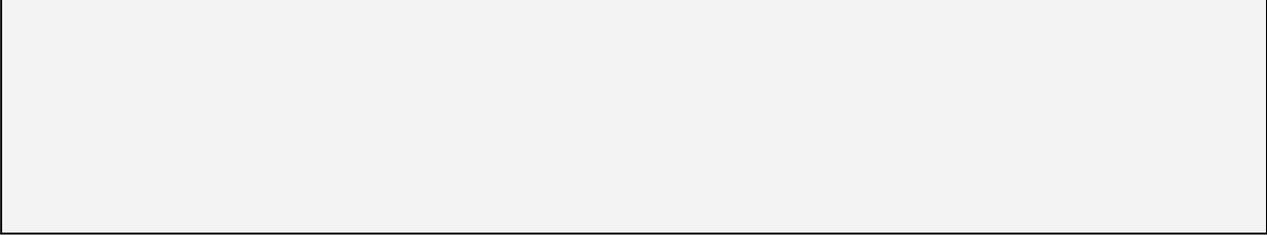
Officiating: Rules of officiating pertaining to scorekeeping, and refereeing. Code of Conduct relative to officials, players, coach and parent interactions;

Nutrition: Effects of different foods, water, energy drinks and supplements on the body. Learn how to refuel for maximum performance. Food choice at the right times: pre/post physical activity at both the competitive and recreational level can lead to improved performance in football and promote lifelong benefits;

Strength and Conditioning: Exposure to different training methods. Plyometrics for power and strength, core conditioning, aerobic and anaerobic training, flexibility, muscular strength and endurance and specific training exercises to improve jumping (vertical);

Fitness plans that include goal setting, skill testing and journal entries; and

Specific football skill monitoring methods (shuttle run, vertical assessments, timed jump rope, power lifting, agility ladder exercises).



Recommended Instructional Components:

- ♣ Direct and Indirect Instruction
- ♣ Interactive Instruction
- ♣ Modeling
- ♣ Self and Peer Analysis
- ♣ Peer and Partner Instruction
- ♣ Videotape
- ♣ Technological Instruction
- ♣ Guest Speakers
- ♣ Demonstration
- ♣ Group Work
- ♣ Journal Reflection

Recommended Assessment Components:

- ♣ Ensure alignment with the Principles of Quality Assessment;
- ♣ Assessment will be continuous throughout the year and will weigh heavily on participation, self-reflection and practical work;
- ♣ Skills Evaluation: skills and fitness testing and progression;
- ♣ Participation/Attendance: class attendance/effort/participation mark;
- ♣ Leadership/Coaching: recommended hours of officiating or coaching completed;
- ♣ Journals: goal setting with regards to nutrition, physical fitness and training; and
- ♣ Self-assessments with regards to football skills progression.

Learning Resources:

- ♣ <http://footballcanada.com/resources-2/>
- ♣ <http://coach.ca/making-head-way-concussion-elearning-series-p153487>
- ♣ <https://www.coach.ca/> - NCCP football coaching training manuals
- ♣ Getting Stronger - Weight Training for Sport: Bill Pearle
- ♣ Board Authority Authorized Course: Requirements and Procedures

Additional Information:



School District/Independent School Authority Name: School District #75 (Mission)	School District/Independent School Authority Number (e.g. SD43, Authority #432): Mission SD #75
Developed by: Daniel Jakobs	Date Developed: January 2019 Amended:
School Name: Ecole Mission Secondaire/Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Football 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Students must have successfully completed Football 11

Special Training, Facilities or Equipment Required: The teacher should have a background in football with coaching experience. Level 1 NCCP Certification and attending current coaching workshops would be an asset. Facility access to a gym, weight room, track, classroom, football field and library. Equipment required: cones, skipping ropes, medicine balls, jumping hurdles, footballs, a variety of blocking pads, blocking sled, protective football equipment, athletic tape, videos, DVDs and whistles.

Course Synopsis: The objective of this course is to develop and begin to master skills and enhance competency in football both as a player, and as a coach. Emphasis will be on skill development and coaching. In addition, this course includes units on Skill Development, Team Play, Offensive and Defensive Systems, Nutrition, Strength and Sport Specific Training and Journal Writing.

Goals and Rationale: This course has been developed to support students who want the challenge and tools to reach their maximum potential on, and off, the football field. Specific drills designed to develop and refine fundamental football skills and a solid foundation of rules, strategies, and systems will create confidence and the desire to improve.

Aboriginal Worldviews and Perspectives:

- ❖ Mentorship/Leadership through Community Engagement (Coaching, Officiating touch football at the Elementary Level, and School Intramural Program)
- ❖ Engagement with Nature and the Outdoors
- ❖ Community: Family/Alumni Participation Day
- ❖ Traditional Teachings: Seven Grandfathers (Respect, Trust, Love, Honour, Humility, Bravery, Truth). Application to their individual and team goals.

Course Name: Football Grade: 12

BIG IDEAS

<p>Personal fitness can be maintained and improved through regular participation in football-based activities and training principles.</p>		<p>Understanding our strengths, weaknesses and personal preferences will help us plan and achieve our goals</p>		<p>Understanding the factors that influence our health empowers us to take action to improve it.</p>		<p>Exploring a variety of football systems will increase and enhance our recognition of game play and personal growth within the sport.</p>		<p>Mentorship and Leadership in both the school and the community. Social, emotional, and mental well-being can be improved through being involved in a team environment and learning the importance of communication and</p>
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								sportsmanship.
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Learning Standards

Students are expected to do the following:

Physical Literacy

- ❖ Master and apply movement skills in a variety of football related activities and environments;
- ❖ Apply and refine a variety of movement concepts and strategies in different activities;
- ❖ Apply methods of monitoring and adjusting exertion levels in situational activities; and
- ❖ Demonstrate safety, fair play, leadership and sportsmanship in all football activities.

Health and Active Living

- ❖ Participate in sport specific exercises to enhance and increase physical change to increase performance in the sport of football;
- ❖ Explain how developing competencies in football activities can increase confidence and encourage lifelong participation in the sport, or related sports;
- ❖ Plan ways to overcome potential barriers that affect participation in the sport of football;

Students are expected to know the following:

Students are expected to know the following:

- ❖ Proper technique for movement skills related to the sport of football;
- ❖ Movement concepts and strategies in both offensive and defensive systems;
- ❖ Ways to monitor and adjust physical exertion levels;
- ❖ Health benefits of different physical activities;
- ❖ Training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity;
- ❖ Potential short and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology;
- ❖ Sources of health information and their trustworthiness;
- ❖ Basic principles for responding to emergencies;
- ❖ Strategies to protect themselves, and others, from potential abuse, exploitation, and harm in a variety of officiating settings;
- ❖ Influences of physical, emotional, and social changes on player identities and team relationships; and

- ❖ Pursue personal healthy-living goals by setting goals, planning how to achieve them, and reflecting on ongoing progress;
 - ❖ Analyze how health-related decisions, such as those related to healthy eating and substance use support the achievement of personal healthy-living goals;
 - ❖ Social and community health;
 - ❖ Develop skills for maintaining healthy relationships and responding to interpersonal conflict, including communication skills, negotiation strategies, and conflict resolution techniques;
 - ❖ Create strategies for promoting the health and well-being of the school and community;
 - ❖ Mental well-being; and
 - ❖ Describe the relationship between physical activity, mental well-being and overall health.
- ❖ Strategies for goal-setting and self-motivation.

Big Ideas – Elaborations

- ❖ The ability and willingness to explore new training techniques will have a critical role in achieving one's personal goals with regards to football skill development;
- ❖ Through opportunities to coach or assist at the elementary level, the student will acquire and refine a skill-set that will lead to greater confidence and understanding of the progression needed to improve in football skills;
- ❖ Adopt a healthy lifestyle by committing to a lifelong plan;
- ❖ Organization skills will be fostered as the student will aid in the running of touch football games and tournaments;
- ❖ Communication skills will be enhanced as the student relates information through coaching, and peer feedback;
- ❖ Recognizing and controlling one's emotions to create an environment towards personal success in critical situations.
- ❖ Mentoring younger athletes in the JV football program at Mission Secondary;
- ❖ Creating an environment of good sportsmanship when participating in competition.

- ❖ Master basic football skills (passing, catching, tackling, blocking, kicking, punting);
- ❖ Demonstrate leadership skills and clear communication through peer instruction and feedback;
- ❖ Identify and perform a variety of offensive and defensive skills and techniques ;
- ❖ Demonstrate the knowledge and ability to play all the different positions on the field;
- ❖ Demonstrate game like strategies and problem-solving skills on the field;
- ❖ Contribute to the school and community by officiating touch football games at local elementary schools and intramural programs at Mission Secondary;
- ❖ Effectively interpret and use appropriate football coaching signals;
- ❖ Demonstrate leadership and decision-making skills when officiating at the elementary level;
- ❖ Design and analyze a personal nutritional plan to suit specific needs;
- ❖ Understand the difference between Pre-Competition and Between-Event nutrition;
- ❖ Design a training program that suits individual needs.

- ❖ Skill Development: Refining movement skills such as, passing, catching, tackling, blocking, stance and start;
- ❖ Game Knowledge: Player roles, systems, coverage and transition. Defensive systems , zone cover 3, 2, and 4. Man cover 1, 2, and 0. Offensive systems , spread, I, goal line;
- ❖ Positional responsibilities: Receiver, defensive back, D or O line, linebacker, running back, punter, place kicker;
- ❖ Officiating: Rules of officiating pertaining to scorekeeping, and refereeing. Code of Conduct relative to officials, players, coach and parent interactions;

- ❖ Nutrition: Effects of different foods, water, energy drinks and supplements on the body. Learn how to refuel for maximum performance. Food choice at the right times: pre/post physical activity at both the competitive and recreational level can lead to improved performance in football and promote lifelong benefits;
- ❖ Strength and Conditioning: Exposure to different training methods. Plyometrics for power and strength, core conditioning, aerobic and anaerobic training, flexibility, muscular strength and endurance and specific training exercises to improve jumping (vertical);
- ❖ Fitness plans that include goal setting, skill testing and journal entries; and
- ❖ Specific football skill monitoring methods (shuttle run, vertical assessments, timed jump rope, power lifting, agility ladder exercises, 40 yard dash);
- ❖ Offense and defensive strategies based on personnel.

Recommended Instructional Components:

- ❖ Direct and Indirect Instruction
- ❖ Interactive Instruction
- ❖ Modeling
- ❖ Self and Peer Analysis
- ❖ Peer and Partner Instruction
- ❖ Videotape
- ❖ Technological Instruction
- ❖ Guest Speakers
- ❖ Demonstration
- ❖ Group Work
- ❖ Journal Reflection

Recommended Assessment Components:

- ❖ Ensure alignment with the Principles of Quality Assessment;
- ❖ Assessment will be continuous throughout the year and will weigh heavily on participation, self-reflection and practical work;
- ❖ Skills Evaluation: skills and fitness testing and progression;

- ❖ Participation/Attendance: class attendance/effort/participation mark;
- ❖ Leadership/Coaching: recommended hours of officiating or coaching completed;
- ❖ Journals: goal setting with regards to nutrition, physical fitness and training; and
- ❖ Self-assessments with regards to football skills progression.

Learning Resources:

- ❖ <http://footballcanada.com/resources-2/>
- ❖ <http://coach.ca/making-head-way-concussion-elearning-series-p153487>
- ❖ <https://www.coach.ca/> - NCCP football coaching training manuals
- ❖ Getting Stronger - Weight Training for Sport: Bill Pearle
- ❖ Board Authority Authorized Course: Requirements and Procedures

Additional Information:



School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number: SD75
Developed by: Matt Szydlowski	Date Developed: March 1 2019 Amended:
School Name: Ecole Mission Secondary School	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Hockey Skills 11	Grade Level of Course: 11
Number of Course Credits: 4.0	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

No prerequisites are required for this course.

Special Training, Facilities or Equipment Required:

- Special Training: Hockey Coaching Training/Certification, First Aid Certification & NCCP Coaching Certification
- Facilities: Misson Leisure Centre, Ecole Mission Secondary School (gymnasium, weight room, fitness room)
- Equipment Required: During On-ice sessions, each student is required to wear complete hockey gear as outlined by Hockey Canada. During Off-Ice training sessions, students are required to be prepared with full P.E. strip.

Course Synopsis:

The Hockey Skills Program has been developed to offer student hockey players an individualized and team training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice training sessions and in classroom settings. The Technical Curriculum for the Program is based upon the Hockey Canada Skills Academy Curriculum. A leadership component will be blended into the program as well, instructing students to be effective leaders on and off the ice and positive contributing members to our school and community. The students will be expected to take the next step in their personal development; both in skill level and personal leadership.

Goals and Rationale:

This course is offered in order to meet the needs of student hockey players in Mission, BC. Student athletes have the opportunity to receive individualized hockey instruction from a qualified teacher/instructor while earning academic credit towards their high school graduation requirements. **Hockey Skills Academy 11 builds on the previous years' course; students use the basic hockey skills acquired and begin to apply those skills in basic tactical situations on the ice.** Students are expected to display advanced level of personal skills as well as being able to demonstrate their knowledge of basic team tactics by the end of the course.

Aboriginal Worldviews and Perspectives:

We will spend time in this course indirectly and directly addressing each one of the areas in the Aboriginal Model of Self-Esteem. This includes the four interconnected aspects of self (Intellectual, Spiritual, Emotional-Mental and Physical). This course allows for a lot of self-reflection, self-evaluation and self-motivation to build one's character.

BIG IDEAS

Physical activity is an important part of overall health and well-being.

Participating safely in hockey requires communication, teamwork, and collaboration. Social, emotional, and mental well-being can be improved through being involved in a team environment and learning the importance of communication and sportsmanship.

Preparation and organization helps players better engage in the game of hockey.

Participation in hockey allows for the development of skills in a complex and dynamic environment.

Through the hockey skills course, achieve the desired level of hockey skills that leads to lifelong enjoyment of the sport.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • Apply hockey specific movement skills acquired in previous year • Apply a variety of movement concepts and strategies in hockey learned at the Grade 10 level • Apply methods of monitoring and adjusting exertion levels in physical activity 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for movement skills in hockey • movement concepts and strategies • ways to monitor and adjust physical exertion levels • health benefits of playing hockey • how to participate in different types of physical activities, including individual and dual activities,

- Demonstrate safety, fair play, and leadership in hockey

Healthy and active living

- Participate in physical activities designed to enhance and maintain health components of fitness
- Explain how developing competencies in hockey can increase confidence and encourage lifelong participation in the game
- Critically analyze and explain health messages and investigate their potential influences on health and well-being
- Pursue personal hockey goals by setting goals, planning how to achieve them, and reflecting on ongoing progress
- Analyze how health-related decisions, such as those related to healthy eating, substance use, and sexual health, support the achievement of personal hockey goals

Social and community health

- Develop skills for maintaining healthy relationships and responding to interpersonal conflict, including communication skills, negotiation strategies, and conflict resolution techniques with coaches and teammates
- Create strategies for promoting the health and well-being of the school and community
- Demonstrate safety, fair play, leadership, and sportsmanship in hockey games/activities

rhythmic activities, games, and outdoor activities as they relate to the sport of hockey

- injury prevention and management
- training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity
- potential short- and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology
- sources of health information and their trustworthiness
- signs and symptoms of stress, anxiety, and depression
- strategies for goal-setting and self-motivation

Big Ideas – Elaborations

Students are learning the importance of physical fitness and its role in your overall well-being and happiness. Through active and regular participation in the Hockey Skills Academy 11 course, students will develop their personal physical fitness to a greater standard that will assist in improving their overall health and well-being. Students will also learn the value in effective teamwork. Through the leadership component of the course, students will learn to work together in a team environment to achieve a common goal. Sample goals can include performance related goals (ex. Wins, points) as well as service goals in our community (ie. Volunteerism).

Through this course, students will also learn how to apply their personal skill sets in a team tactical environment. This will lead to greater appreciation of the game of hockey with the goal of leading to life-long participation in the sport. Students will develop their aerobic and anaerobic conditioning, balance and quickness, core strength and stability. Students will also study, learn and create a nutritional plan as it relates to their performance in the course.

Curricular Competencies – Elaborations

Physical Literacy

An aerobic program combined with anaerobic conditioning enhances stamina which allows a player to compete for an extended period of time before the accumulation of lactic acid in the body exceeds in ability to remove it. Students will build and maintain their aerobic and anaerobic condition through a variety of techniques. Running and interval training are some of the activities that will be used to increase aerobic and anaerobic stamina. Students will also develop their personal fitness/flexibility levels through a weekly yoga program.

Students will also master the individual technical skills required for advanced level of play in hockey. In this course, students will address the changes that will need to be made to improve in any given skill area including stick handling, passing, power skating, shooting and positional play.

Healthy and Active Living

Athletes often have inadequate nutritional knowledge and poor nutritional habits which can have a negative impact on athletic performance. Knowing what to eat and drink before, during and after a game are critical towards top-level performance.

Students will also practice goal-setting as it pertains to their personal and team goals for the course.

Social and Community Health

A leadership component will be blended into the program, instructing students to be effective leaders on and off the ice and positive contributing members to our school and community.

Content – Elaborations

BASIC TEAM TACTICS AND PRINCIPLES THAT GOVERN PLAY

Principles are general rules or laws which govern and guide the application of team tactics, systems, and strategies.

Four Principles govern offensive and defensive team play:

Offensive – pressure, puck control, support, transition

Defensive – pressure, stall/contain, support, transition

In review of the principles that guide offensive and defensive team play, it should be understood that each of these principles must work inter-dependently of one another. For example, offensive transition can only lead to a quick and effective counteract if there is immediate pressure, good puck control and excellent offensive support away from the puck. If this does not occur, it is possible the opposing team may regain possession of the puck and the attacking team, after giving up possession, is now forced to demonstrate effective defensive transition.

Recommended Instructional Components:

- Direct Instruction
- Indirect Instruction
- Interactive Instruction
- Modeling
- Videotaping
- Performance Analysis
- Skills Training Videos
- Fitness Assessments
- Skills Assessments

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

- **DO:** Participation
- **KNOW:** Skill Development
- **UNDERSTAND:** Knowledge Acquisition

Assessment in this course will be aligned with the following principles of 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 student in their learning
- promotes 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

Learning Resources:

Hockey Canada Curriculum Guide and Practice Plan Resource and website

Additional Information:

Equipment Required: During On-ice sessions, each student is required to wear complete hockey gear as outlined by Hockey Canada



School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number: SD75
Developed by: Matt Szydlowski	Date Developed: March 1 2019 Amended:
School Name: Ecole Mission Secondary School	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Hockey Skills 12	Grade Level of Course: 12
Number of Course Credits: 4.0	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

No prerequisites are required for this course.

Special Training, Facilities or Equipment Required:

- Special Training: Hockey Coaching Training/Certification, First Aid Certification & NCCP Coaching Certification
- Facilities: Misson Leisure Centre, Ecole Mission Secondary School (gymnasium, weight room, fitness room)
- Equipment Required: During On-ice sessions, each student is required to wear complete hockey gear as outlined by Hockey Canada. During Off-Ice training sessions, students are required to be prepared with full P.E. strip.

Course Synopsis:

The Hockey Skills Program has been developed to offer student hockey players an individualized and team training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice training sessions and in classroom settings. The Technical Curriculum for the Program is based upon the Hockey Canada Skills Academy Curriculum. A leadership component will be blended into the program as well, instructing students to be effective leaders on and off the ice and positive contributing members to our school and community. The students will be expected to take the next step in their personal development; both in skill level and personal leadership.

Goals and Rationale:

This course is offered in order to meet the needs of student hockey players in Mission, BC. Student athletes have the opportunity to receive individualized hockey instruction from a qualified teacher/instructor while earning academic credit towards their high school graduation requirements. ***Hockey Skills Academy 12 builds on the previous years' course; students use the basic hockey skills and team tactics acquired and begin to apply those skills in specialized situations on the ice.*** Students are expected to display advanced level of personal skills, their knowledge of basic team tactics as well as being able to demonstrate specialized team tactics at course completion.

Aboriginal Worldviews and Perspectives:

We will spend time in this course indirectly and directly addressing each one of the areas in the Aboriginal Model of Self-Esteem. This includes the four interconnected aspects of self (Intellectual, Spiritual, Emotional-Mental and Physical). This course allows for a lot of self-reflection, self-evaluation and self-motivation to build one's character.

BIG IDEAS

Physical activity is an important part of overall health and well-being.

Participating safely in hockey requires communication, teamwork, and collaboration. Social, emotional, and mental well-being can be improved through being involved in a team environment and learning the importance of communication and sportsmanship.

Preparation and organization helps players better engage in the game of hockey.

Participation in hockey allows for the development of skills in a complex and dynamic environment.

Through the hockey skills course, achieve the desired level of hockey skills that leads to lifelong enjoyment of the sport.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • Apply hockey specific movement skills acquired in previous year • Apply a variety of movement concepts and strategies in hockey learned at the Grade 11 level • Apply methods of monitoring and adjusting exertion levels in physical activity 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • proper technique for movement skills in hockey • movement concepts and strategies • ways to monitor and adjust physical exertion levels • health benefits of playing hockey • how to participate in different types of physical activities, including individual and dual activities,

- Demonstrate safety, fair play, and leadership in hockey

Healthy and active living

- Participate in physical activities designed to enhance and maintain health components of fitness
- Explain how developing competencies in hockey can increase confidence and encourage lifelong participation in the game
- Critically analyze and explain health messages and investigate their potential influences on health and well-being
- Pursue personal hockey goals by setting goals, planning how to achieve them, and reflecting on ongoing progress
- Analyze how health-related decisions, such as those related to healthy eating, substance use, and sexual health, support the achievement of personal hockey goals

Social and community health

- Develop skills for maintaining healthy relationships and responding to interpersonal conflict, including communication skills, negotiation strategies, and conflict resolution techniques with coaches and teammates
- Create strategies for promoting the health and well-being of the school and community
- Demonstrate safety, fair play, leadership, and sportsmanship in hockey games/activities

rhythmic activities, games, and outdoor activities as they relate to the sport of hockey

- injury prevention and management
- training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity
- potential short- and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology
- sources of health information and their trustworthiness
- signs and symptoms of stress, anxiety, and depression
- strategies for goal-setting and self-motivation

Big Ideas – Elaborations

Students are learning the importance of physical fitness and its role in your overall well-being and happiness. Through active and regular participation in the Hockey Skills Academy 12 course, students will develop their personal physical fitness to a greater standard that will assist in improving their overall health and well-being. Students will also learn the value in effective teamwork. Through the leadership component of the course, students will learn to work together in a team environment to achieve a common goal. Sample goals can include performance related goals (ex. Wins, points) as well as service goals in our community (ie. Volunteerism).

Through this course, students will also learn how to apply their personal skill sets and team tactical skills in more specialized individual roles and team play. This will lead to greater appreciation of the game of hockey with the goal of leading to life-long participation in the sport. Students will develop their aerobic and anaerobic conditioning, balance and quickness, core strength and stability. Students will also study, learn and create a nutritional plan as it relates to their performance in the course.

Curricular Competencies – Elaborations

Physical Literacy

An aerobic program combined with anaerobic conditioning enhances stamina which allows a player to compete for an extended period of time before the accumulation of lactic acid in the body exceeds in ability to remove it. Students will build and maintain their aerobic and anaerobic condition through a variety of techniques. Running and interval training are some of the activities that will be used to increase aerobic and anaerobic stamina. Students will also develop their personal fitness/flexibility levels through a weekly yoga program.

Students will also master the individual technical skills required for advanced level of play in hockey. In this course, students will address the changes that will need to be made to improve in any given skill area including stick handling, passing, power skating, shooting and positional play.

Healthy and Active Living

Athletes often have inadequate nutritional knowledge and poor nutritional habits which can have a negative impact on athletic performance. Knowing what to eat and drink before, during and after a game are critical towards top-level performance.

Students will also practice goal-setting as it pertains to their personal and team goals for the course.

Social and Community Health

A leadership component will be blended into the program, instructing students to be effective leaders on and off the ice and positive contributing members to our school and community.

Content – Elaborations

SPECIALIZED TEAM TACTICS AND PRINCIPLES THAT GOVERN PLAY

In review of the basic principles that guide offensive and defensive team play, it should be understood that each of these principles must work inter-dependently of one another. For example, offensive transition can only lead to a quick and effective counteract if there is immediate pressure, good puck control and excellent offensive support away from the puck. If this does not occur, it is possible the opposing team may regain possession of the puck and the attacking team, after giving up possession, is now forced to demonstrate effective defensive transition.

In specialized team tactics, players develop a basic understanding of odd-man situations on the ice. The specific situations covered in the Grade 12 course include:

- Power Play Breakouts
- Power Play Offensive Zone Setups
- Penalty Killing Forechecks
- Penalty Killing in Defensive Zone

These 4 odd-man scenarios are commonly found in a typical game of hockey. Developing a strong understanding of the advantages in these scenarios can lead to predictable and highly successful game outcomes for the team.

Recommended Instructional Components:

- Direct Instruction
- Indirect Instruction
- Interactive Instruction
- Modeling
- Videotaping
- Performance Analysis
- Skills Training Videos
- Fitness Assessments
- Skills Assessments

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

- **DO:** Participation
- **KNOW:** Skill Development
- **UNDERSTAND:** Knowledge Acquisition

Assessment in this course will be aligned with the following principles of 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 student in their learning

- promotes 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

Learning Resources:

Hockey Canada Curriculum Guide and Practice Plan Resource and website

Additional Information:

Equipment Required: During On-ice sessions, each student is required to wear complete hockey gear as outlined by Hockey Canada



School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): 75
Developed by: Paul Horn	Date Developed: Oct 2018 (Revised version)
School Name: Riverside College	Principal's Name: Wade Peary
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: HS - Care & Counselling Skills (MHS-2B)	Grade Level of Course: 12
Number of Course Credits:	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course develops the student in ethics and skills for close personal interactions, including crisis intervention, personal care and counselling.

Goals and Rationale:

Rationale: Program graduates must be prepared, both technically and ethically, to address the intimate needs of students and vulnerable supported clients in areas such as personal care, emotional crises, aggressive outbursts and potential scenarios of abuse or neglect.

The course aims to ensure that students:

- perform their duties ethically safely and sensitively

- recognize and respond to crises
- use counselling skills effectively to debrief colleagues, build therapeutic relationship, assess, intervene and refer.

Aboriginal Worldviews and Perspectives:

The course includes descriptions of Psychosocial Rehabilitation as a model of care, and the Medicine Wheel is used as a model for teaching the central tenets of the PSR model. Connections are also made to valuing traditional teachings; building familial and community connections and responding with trauma-informed practices that consider the lived experience of residential and Indian Act survivors and descendants.

BIG IDEAS

Arousal Cycle
Analysis

Therapeutic Listening
Skills

Personal care protocols
and principles of privacy
and least intrusion

The signs and
indicators of abuse
and neglect

Reporting and responding
to suspected abuse.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>The student will:</p> <ul style="list-style-type: none"> • Work in a team to develop a workable Crisis Intervention Plan. • Perform a CISD roleplay and self-assessment/action plan • Perform counselling roleplays and self-assessment/action plan • Demonstrate an understanding of personal care strategies and ethics via tests and practical exercises • Demonstrate an understanding of the ethics regarding abuse/neglect via tests and case examples 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> - see attached module outlines

Big Ideas – Elaborations

see attached module outlines

Curricular Competencies – Elaborations

Delivered via CSW/EA Modules:

Module 205 – Crisis Prevention and Critical Incident Stress Debriefing (25%)

Module 211 – Counseling Techniques (25%)

Module 213 – Physical Disabilities and Personal Care (25%)

Module 217 – Ethics (Abuse and Neglect) (25%)

Content – Elaborations

see attached module outlines

Recommended Instructional Components:

1. Gardner & Chapman - Developing Staff Competencies for Supporting People with Developmental Disabilities
2. Module Handout for each modules
3. Student's Dictionary of Psychology
4. Understanding the Purpose of Challenging Behaviour

5. Field trip to group home
6. Family, Child and Community Service Act and regulations
7. Wilson – Medicine Wheels
8. Callahan – The Path of the Medicine Wheel

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Assessment:

1. In-class participation
2. Module tests (213,217)
3. Practical exercises (205, 211, 213)

Learning Resources:

General – access to computer; projector; DVD player

Additional Information:

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
<i>What number is this module?</i>	205	
<i>What is this module called?</i>	Crisis Prevention & Critical Incident Stress Debriefing	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In class participation	10%
	Crisis Intervention Procedure	50%
	CISD Role-play and Self-Assessment	40%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Apply the Arousal Cycle Analysis Model to a case study. 2. Create a workable Crisis Intervention Plan for the case. 3. Demonstrate all 7 elements of CISD in a role-play and provide a concrete and practical self-assessment and action plan. 	
<i>What are the key elements of this module?</i>	Arousal Cycle Analysis; CIP format; 7 steps of CISD, symptoms of Critical Incident Stress Syndrome; PRN procedures; restraint principles	
<i>What will I need for this module?</i>	- Module, partner and group	

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
<i>What number is this module?</i>	211	
<i>What is this module called?</i>	Counselling Techniques	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In-class Participation	20%
	Role-play	40%
	Self-Assessment	40%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<p>The student will:</p> <ul style="list-style-type: none"> ● Articulate the value of counselling in community social services; the challenges in counselling persons with mental illness or developmental disabilities; techniques for adapting counselling to assist those populations ● Demonstrate fundamental counselling skills in role-plays, including attending, empathy, paraphrasing, summarizing, transitioning, concreteness ● Demonstrate a elemental understanding of advanced skills such as confrontation and self-disclosure; show progress throughout the role-plays ● Perform role-plays without using ineffective response styles ● Demonstrate a strong self-awareness after reviewing readings, exercises and the role-play; describe an action plan for improvement 	

<i>What are the key elements of this module?</i>	Empathy, warmth, sincerity, concreteness, immediacy, potency, self-awareness, transitioning, self-disclosure, confrontation
<i>What will I need for this module?</i>	- Module, readings, partner, practice time

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Module 213 - Physical Disabilities

Key content:

- The ethics of personal care
- Personal care protocols and care plans
- Delegation of Task
- Health Services for Community Living
- Lifts, pericare, feeding, dental care, transport

How to pass this course:

- Pass the practical component (in-class)
- Test (chiefly vocabulary)
- Web research worksheet
 - Incidence (how common is it?)
 - Symptoms
 - Causes (especially, Is it contagious?)
 - Cite sources correctly!

Web Research Topics:

- Osteogenesis Imperfecta
- Rubenstein-Taybi Syndrome
- Prader-Willi Syndrome
- Huntington's Disease
- Rheumatoid Arthritis
- Achondroplasia
- Parkinson's Disease
- Hepatitis A
- Hepatitis B
- Hepatitis C
- Osteoporosis
- Cystic Fibrosis
- Cardiovascular Disease
- Cardiomyopathy
- HIV/AIDS
- Hemophilia
- Anaphylaxis

Disorders We Will Cover in class:

- Cerebral Palsy (CP)
- Paralysis
- Post Stroke

- Epilepsy
- Spina Bifida
- Dementia
- Diabetes
- Multiple Sclerosis
- Hydrocephalus
- Muscular Dystrophy

COMMUNITY SUPPORT WORKER MODULE OUTLINE

<i>What number is this module?</i>	217	
<i>What is this module called?</i>	Ethics (Abuse & Neglect)	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In-class participation	50%
	Test (80% required)	50%
	Make-Up Exam (only if exam is not passed)	
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<p>The student will:</p> <ul style="list-style-type: none"> • Be able to differentiate between abusive and ethical practices • Describe the CFCSA and CCC and their role in defining abuse/neglect. • Describe the indicators of abuse and neglect. • Describe the process for reporting abuse/neglect. • Describe how to protect clients from abuse and staff from false allegations. 	
<i>What are the key elements of this module?</i>	- CFCSA and CCC; Types of abuse and indicators; Omission vs. Commission; How and when to report; what not to do when abuse is suspected; how to protect clients and oneself.	
<i>What will I need for this module?</i>	- Readings, module, access to internet	



School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): 75
Developed by: Paul Horn	Date Developed: Oct 2018 (Revised version)
School Name: Riverside College	Principal's Name: Wade Peary
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Human Services 12C (MHS-2C) Planning Processes	Grade Level of Course: 12
Number of Course Credits:	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course develops the student in collaborative and deliberative planning processes. They will be required to complete or create a number of documents, using safe practice working within the regulatory regime.

Goals and Rationale:

Rationale: In all human service and educational support capacities, graduates will be expected to demonstrate collaboration, planning and accountability. They must also comply with a strict set of regulatory requirements in areas such as medications, nutrition and employment pre-requisites.

Goal: Students will develop and value the precise technical skills required for human service. They will document effectively and in a manner that is accountable and that includes the input of other stakeholders.

Aboriginal Worldviews and Perspectives:

The course incorporates value for:

- respecting traditional values and incorporating these into care and service plans;
- respecting aboriginal views of family and community and including elders and the larger community in planning
- considering the value of traditional medicines and practices in care
- examining how historical trauma can affect perspectives on planning and western medicine.

BIG IDEAS

Using the 3 step process to plan

PATHS and alternate planning models

Examining medications

FoodSafe & nutrition

Structured and accountable job search practices in human and educational services

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>The student will:</p> <ul style="list-style-type: none"> • Work in a team to develop a workable program plan. • Perform a PSP meeting role-play and self-assessment/action plan • Perform a medication administration role-play • Prepare a PSP Preparatory Report and an IPP • Demonstrate competency in medication and food safety • Complete a suitable resume and cover letter • Perform a sample interview and self-assessment/action plan 	<p><i>Students are expected to know the following:</i></p> <p>see attached module outlines</p>

Big Ideas – Elaborations

see attached module outlines

Curricular Competencies – Elaborations

CSW/EA Modules:

Module 203 – Program Planning and Implementation (33%)

Module 209 – Medication Administration and Pharmacology (33%)

Module 219 – Personal Service Planning (33%)

Module 221 – Food Safe (P/F)

Module 301 – Job Search, Resume and Interview Skills (P/F)

Content – Elaborations

see attached module outlines

Recommended Instructional Components:

1. Gardner & Chapman - Developing Staff Competencies for Supporting People with Developmental Disabilities
2. Module Handout for each modules
3. Student's Dictionary of Psychology
4. Understanding the Purpose of Challenging Behaviour
5. Food Safe course book and materials; qualified Food Safe Instructor
6. Sample medication and administration materials
7. Resume and cover letter templates; access to college computers
8. Access to CPS
9. Baskin – Strong Helpers' Teachings
10. Ross – Indigenous Healing

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

1. In-class participation
2. Module tests (203, 209, 221)
3. Practical exercises (203, 209, 219, 301)
4. Workbook (221)

Learning Resources:

access to computer; projector; DVD player

Additional Information:

COMMUNITY SUPPORT WORKER MODULE OUTLINE

<i>What number is this module?</i>	203	
<i>What is this module called?</i>	Program Planning & Implementation	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In-class participation	30%
	Program Plan	40%
	Exam	30%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Develop a program plan according to the principles and format described in class. 2. Demonstrate a functional understanding of the ethics involved in program planning; assessment and implementation practices. 	
<i>What are the key elements of this module?</i>	Program formatting, Positive Programming, DRO and Alt-R, best practice praise, token economies, recording strategies, SMART+ goals	
<i>What will I need for this module?</i>	Module and other handouts including sample programs; Positive programming readings	

COMMUNITY SUPPORT WORKER MODULE OUTLINE

<i>What number is this module?</i>	209	
<i>What is this module called?</i>	Medication Administration & Pharmacology	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In-class participation	20%
	Practical	30%
	Exam	50%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<p>The student will:</p> <ul style="list-style-type: none"> • Safely administer 2 or more medications in a role-play setting • Demonstrate an understanding of safe medication handling, storage and travel procedures • Demonstrate proficiency in the terminology associated with medications • Demonstrate an awareness of many common medications 	
<i>What are the key elements of this module?</i>	<ul style="list-style-type: none"> • Vocabulary; safe medication procedures; the 6 rights; the 3 checks; variations in medication administration; handling med errors 	
<i>What will I need for this module?</i>	<ul style="list-style-type: none"> - Module and associated handouts; access to the CPS and similar texts; a partner for practicing 	

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
<i>What number is this module?</i>	219	
<i>What is this module called?</i>	Personal Service Planning	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	Planning Prep Report	30%
	Planning Meeting Role-Play and Self-Review	40%
	ISP Document	30%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<p>The student will:</p> <ol style="list-style-type: none"> 1) Demonstrate an understanding of PSP's and the planning process, including the CSW's role & the role of other parties. 2) Chair a mock PSP meetings; show how to take part in the meeting effectively; and complete a self-review after the meeting. 3) Demonstrate how to prepare for and follow-up from the PSP meeting. 	
<i>What are the key elements of this module?</i>	SMART+ goal setting; professional writing skills; facilitation and recording skills; self-assessment	
<i>What will I need for this module?</i>	- Module and attached readings; to attend on role-play day or work with a group outside of class hours (and video record the meeting role-play)	

Job Search Strategies

We will cover...

Employability
Where to Look
Your Resume & Cover Letter
Appearance & Interview Skills

How to pass this module

Complete an **error-free** cover letter and resume, **using the format taught in this module**. This must be submitted **in hard copy** before your panel exam.

Participate in all aspects of the module, including the mock interview and “fashion show” which occur on Day 2.



School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): 75
Developed by: Paul Horn	Date Developed: Oct 2018 (Revised version)
School Name: Riverside College	Principal's Name: Wade Peary
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Human Services 12A (MHS-2A) Applied Psychology	Grade Level of Course: 12
Number of Course Credits:	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course develops the student in psychology and associated technologies, medication, psychiatry and pedagogy.

Goals and Rationale:

Rationale: EA's and CSWs must be able to work effectively in promoting prosocial, functional behaviour with their clients/students. This work will be done both with the CSW/EA as a collaborator and as a leader.

Goal: Graduates will develop a fulsome repertoire of skills for recognizing and responding to mental illness; addressing individual pedagogical challenges and conduct issues.

Aboriginal Worldviews and Perspectives:

The course will discuss long-term and cyclic effects resulting from historical phenomena such as the reserve system; sixties scoop and residential schools. Cases will include students with challenges and resources associated with lived experience as an indigenous person in Canadian society.

BIG IDEAS

The role of teachers and EA's

What's it like for today's teacher?
 Aspects of education:
 assessment
 planning
 modifications and adaptations
 curricular design

What is Dual Diagnosis?
 Tools for responding.

Stigma's effect on communities, families and individuals as a barrier to mental wellness.

Using comprehensive skills to assess and plan

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>The student will:</p> <ul style="list-style-type: none"> • Deliver an adapted lesson and prepare a self-review/action plan. • Review a movie and reflect on the principles of pedagogy • Complete a presentation on a psychiatric condition, including information about dual diagnosis • Analyze the impact of the media on mental health patients and the larger community • Develop a behavioural plan and assess complex behaviour cases 	<p><i>Students are expected to know the following:</i></p> <p>see attached module outlines</p>

Big Ideas – Elaborations

see attached module outlines

Curricular Competencies – Elaborations

see attached module outlines

Content – Elaborations

CSW/EA Modules:

Module 201 – Psychology of Teaching and Learning (33%)

Module 207 – Dual Diagnosis (33%)

Module 215 – Advanced Behaviour Management (34%)

Recommended Instructional Components:

1. Gardner & Chapman - Developing Staff Competencies for Supporting People with Developmental Disabilities
2. Module Handout for each modules
3. Student's Dictionary of Psychology
4. Understanding the Purpose of Challenging Behaviour
5. DSM V & DM ID texts
6. CPS text
7. Movies (students access these on their own)
8. Ross – Indigenous Healing

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

1. In-class participation
2. Module tests (207, 215)
3. Presentations (207)
4. Practical exercises (201, 215)

Learning Resources:

access to computer; projector; DVD player

Additional Information:

COMMUNITY SUPPORT WORKER MODULE OUTLINE

<i>What number is this module?</i>	201	
<i>What is this module called?</i>	Psychology of Teaching & Learning	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In-class participation	30%
	Practical & Self-Review	40%
	Movie Review	30%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<p>The student will:</p> <ol style="list-style-type: none"> 1) Demonstrate an understanding of the different learning styles and modalities and show how to accommodate each during teaching exercises. 2) Demonstrate an understanding of student-centred learning and develop ways for self- and peer-assessment to be incorporated into the teaching exercise. 3) Be able to describe and demonstrate some classroom management techniques and methods for supporting challenging students. 4) Develop a realistic self-assessment of his/her teaching ability and a work plan for further development. 	
<i>What are the key elements of this module?</i>	The 10 principles of student-centred learning; learning styles and modalities; assessment methods and rubrics; techniques for teaching skills (eg. 3D and anchor points); classroom management approaches; scaffolding; adaptation versus modification	
<i>What will I need for this module?</i>	The module and associated readings; access to one of the education-themed movies listed for assignment#2; a partner is optional (but recommended) for assignment #1; ability to rent/play a movie at home	

COMMUNITY SUPPORT WORKER MODULE OUTLINE		
<i>What number is this module?</i>	207	
<i>What is this module called?</i>	Dual Diagnosis	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In-Class Participation	10%
	Presentation	30%
	Media Essay	20%
	Final Exam	40%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<p>The student will:</p> <ol style="list-style-type: none"> 1. Utilize the DSM to analyze criteria for mental health diagnoses and will apply the multi-axial approach 2. Demonstrate a proficient understanding of the symptoms of common mental health diagnoses including: autism; mental retardation; schizophrenia, bipolar disorder; substance abuse disorders; dementia; personality disorders; OCD; PTSD; paraphilias and others 3. Utilize the terminology associated with these disorders and their symptoms 4. Critically evaluate the impacts of the media on mental health 5. Critically evaluate how a dual diagnosis would impair diagnosis and treatment 6. Demonstrate an understanding of the BC Mental Health Act. 	
<i>What are the key elements of this module?</i>	Definitions and symptoms of all major disorders; differences between MI, ID and ABI; differences between Dual Diagnosis and Concurrent Disorders; the provisions of the Mental Health Act; analysis of the media	
<i>What will I need for this module?</i>	- Readings; Access to the DSM and related manuals; Internet access; Module; a group	

COMMUNITY SUPPORT WORKER MODULE OUTLINE

<i>What number is this module?</i>	215	
<i>What is this module called?</i>	Advanced Behaviour Management	
<i>When does this module occur?</i>		
<i>What are the graded assignments in this module?</i>	In-class participation	20%
	Advanced Literature Researched Essay	40%
	Take Home Exam (Case Based)	40%
<i>When are they due?</i>		
<i>What are the objectives of this module?</i>	<p>The student will:</p> <ul style="list-style-type: none"> • Apply effective preventative, reactive and comprehensive proactive strategies to challenging behavioural cases. • Works as a team to problem solve around challenging behaviours. • Apply ethical and effective behavioural strategies both in the moment and as part of a program planning approach. 	
<i>What are the key elements of this module?</i>	<ul style="list-style-type: none"> - Communication, environmental, scheduling, activity-based, social approaches. - Comprehensive approaches - Reactive and proactive strategies - Combining approaches 	
<i>What will I need for this module?</i>	- Readings, module, access to library and on-line literature, group partners	



School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Mike Miller adapted by Tania symons	Date Developed: April 2015, adapted March 2019
School Name: : Ecole Mission Secondaire/Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Lacrosse Academy 11	Grade Level of Course: Grade 11
Number of Course Credits: 4	Number of Hours of Instruction: 120 hours

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

The teacher should have a background in lacrosse with level 2 coaching certification and experience. Teacher should have strength and athletic conditioning courses. Facility access to a gym, weight room, Mission sports park, classroom and library. Special equipment required: lacrosse balls, lacrosse nets, lacrosse backstop nets.

Course Synopsis:

The objective of this course is to advance game intelligence and skill mastery in field lacrosse. The course will allow students to enhance competencies by progressing through specified levels. The course will be comprised of four elements: technical, theory, practical components and leadership. Elements of skill Development, Team Play, Offensive and Defensive Systems, Nutrition, Strength and Sport Specific Training and Journal Writing and service work will be included in the four elements. Service work may include: hosting lacrosse camps for elementary schools as well as the lacrosse community. Elements of sport psychology will be covered including self-talk and mental training.

Goals and Rationale:

This course has been developed to support students who want the challenge and tools to reach their maximum potential on, and off, the field. Specific drills designed to progress fundamental lacrosse skills and a solid foundation of rules, strategies, and systems will create confidence and the desire to approach mastery of the sport. This course will support and encourage students toward a varsity experience playing lacrosse and develop leadership skills through lacrosse.

Aboriginal Worldviews and Perspectives:

- Mentorship/Leadership through Community Engagement (Coaching at the Elementary and Middle school Level, and community skills camps);
- Engagement with Nature and the Outdoors;
- Community: Family/Alumni Participation Day; and
- Traditional Teachings: Seven Grandfathers (Respect, Trust, Love, Honour, Humility, Bravery, Truth). Application to their individual and team goals.

BIG IDEAS

Understanding our strengths, weaknesses and personal preferences will help us plan and achieve our goals

Mentorship and Leadership

Personal fitness can be maintained and improved through regular participation in lacrosse-based activities and training principles.

Understanding the factors that influence our health empowers us to take action to improve it.

Trying a variety of lacrosse systems will increase and enhance our understanding of team play and individual growth within the sport

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>Physical Literacy</u></p> <ul style="list-style-type: none"> Refine and apply movement skills in a variety of lacrosse related activities and environments; Apply and refine a variety of movement concepts and strategies in different activities; Apply methods of monitoring and adjusting exertion levels in situational activities; and Demonstrate safety, fair play, and leadership in physical activities. <p><u>Health and Active Living</u></p> <ul style="list-style-type: none"> Participate in sport specific exercises to enhance and increase physical change to increase performance in the sport of lacrosse; Explain how developing competencies in lacrosse activities can increase confidence and encourage lifelong participation in the sport; Plan ways to overcome potential barriers that affect participation in the sport of lacrosse; Pursue personal healthy-living goals by setting goals, planning how to achieve them, and reflecting on ongoing progress; Analyze how health-related decisions, such as those related to healthy eating and substance use support the achievement of personal healthy-living goals; Social and community health; Develop skills for maintaining healthy relationships and responding to interpersonal conflict, including communication skills, negotiation strategies, and conflict resolution techniques; Create strategies for promoting the health and well-being of the school and community; Mental well-being; and Describe the relationship between physical activity, mental well-being and overall health. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Proper technique for movement skills related to the sport of lacrosse; Movement concepts and strategies in both offensive and defensive systems; Ways to monitor and adjust physical exertion levels; Health benefits of different physical activities; Training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity; Potential short and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology; Sources of health information and their trustworthiness; Basic principles for responding to emergencies; Strategies to protect themselves, and others, from potential abuse, exploitation, and harm in a variety of sport settings; Influences of physical, emotional, and social changes on player identities and team relationships; and Strategies for goal-setting and self-motivation.

Big Ideas – Elaborations

- The ability and willingness to explore new training techniques will have a critical role in achieving one's personal goals with regards to lacrosse skill development;
- Through opportunities to coach or assist at the elementary & middle school level, the student will acquire a skill-set that will lead to greater confidence and understanding of the progression needed to improve lacrosse skills;
- Adopt a healthy lifestyle by committing to a lifelong plan;
- Organization skills will be fostered as the student will aid in the running of skills camps and tournaments;
- Communication skills will be enhanced as the student relates information through game play, coaching, and peer feedback;
- Recognizing and controlling one's emotions to create an environment towards personal success in critical situations.

Curricular Competencies – Elaborations

- Perform basic lacrosse skills (passing, catching, groundballs, shooting, dodging, footwork, offensive skills, defensive skills).
- Demonstrate an understanding of the techniques to successfully instruct players through a practice
- Demonstrate leadership skills and clear communication through peer instruction and feedback;
- Identify, create and perform a variety of offensive and defensive skills and techniques (slide packages, clears, rides and offensive formations)
- Demonstrate the knowledge and ability to play all the different positions on the field

- Demonstrate advanced performance of one position on the field
- Demonstrate game like strategies and problem-solving skills on the field
- Contribute to the school and community by hosting skills camps and teaching in elementary and middle school PE classes;
- Effectively interpret lacrosse officiating signals;
- Demonstrate leadership and decision-making skills when teaching young players at the elementary & middle school levels;
- Design and analyze a personal nutritional plan to suit specific needs;
- Understand the difference between Pre-Competition and Between-Event nutrition;
- Design a pre-season, in-season, and post season training program that suits individual needs.

Content – Elaborations

Skill Development: Basic movement skills, pass, catch, shoot, groundball pick-up, first develop these skills in a static environment then dynamic (under pressure).

Game Knowledge: Player roles, systems, coverage and transition. Defensive systems, Offensive systems, Transition play Man-up & Man down situations.

Positional responsibilities: Goalie, defender, attackman, Long stick midfield, offensive midfield;

Officiating: Rules of officiating pertaining to scorekeeping, lining, and refereeing. Code of Conduct relative to officials, players, coach and parent interactions;

Nutrition: Effects of different foods, water, energy drinks and supplements on the body. Learn how to refuel for maximum performance. Food choice at the right times: pre/post physical activity at both the competitive and recreational level can lead to improved performance in lacrosse and promote lifelong benefits;

Strength and Conditioning: Exposure to different training methods and Periodization techniques.

Fitness plans that include goal setting, skill testing and journal entries; and

Specific lacrosse skill monitoring methods (2400m run, 40 yard dash, push-up, squat, core, agility standard, wall ball timed test).

Content – Elaborations

Recommended Instructional Components:

- Direct and Indirect Instruction
- Interactive Instruction
- Modeling
- Self and Peer Analysis
- Peer and Partner Instruction
- Video Analysis
- Create a highlight film
- Guest Speakers
- Guest Coaches
- Demonstration
- Group Work
- Journal Reflection

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Ensure alignment with the [Principles of Quality Assessment](#);
- Assessment will be continuous throughout the year and will weigh heavily on participation, self-reflection and practical work;
- Skills Evaluation: skills and fitness testing and progression;
- Participation/Attendance: class attendance/effort/participation mark;
- Leadership/Coaching: recommended hours of coaching in skills camps completed;
- Journals: goal setting with regards to nutrition, physical fitness and training; and
- Self-assessments with regards to lacrosse skills progression.

Learning Resources:

- BCLA website and resource manuals
- Community Coach Development – Men's field lacrosse manual
- NCCP competitive coach manual
- Complete Conditioning for Lacrosse – Tom Howley
- Exercise Technique Manual for Resistance Training - NSCA
- Board Authority Authorized Course: Requirements and Procedures
- QBQ! The Question Behind the Question – John G. Miller
- The Hard Hat – John Gordon
- Go For It!! A Mental Training Manual for Coaches and Athletes

Additional Information:



School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Mike Miller adapted by Tania symons	Date Developed: April 2015, adapted March 2019
School Name: : Ecole Mission Secondaire/Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Lacrosse Academy 12	Grade Level of Course: Grade 12
Number of Course Credits: 4	Number of Hours of Instruction: 120 hours

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

The teacher should have a background in lacrosse with level 2 coaching certification and experience. Teacher should have strength and athletic conditioning courses. Facility access to a gym, weight room, Mission sports park, classroom and library. Special equipment required: lacrosse balls, lacrosse nets, lacrosse backstop nets.

Course Synopsis:

The objective of this course is to advance game intelligence, skill mastery in field lacrosse, provide effective peer mentorship and leadership and develop skills of self reflection.. The course will allow students to refine and finesse skills by moving into the autonomic phase of sport mastery. The course will be comprised of four elements: technical, theory, practical components and leadership. Elements of skill Development, Team Play, Offensive and Defensive Systems, Nutrition, Strength and Sport Specific Training and Journal Writing and service work will be included in the four elements. Service work may include: hosting lacrosse camps for elementary schools as well as the lacrosse community. Elements of sport psychology will be covered including self-talk and mental training. Leadership will be refined through mentorship of the grade 10 and 11 students.

Goals and Rationale:

This course has been developed to support students who want the challenge and tools to reach their maximum potential on, and off, the field. Specific drills designed to progress fundamental lacrosse skills and a solid foundation of rules, strategies, and systems will create confidence and the desire to achieve mastery of the sport. This course will support and encourage students toward a varsity experience playing lacrosse and develop leadership skills through lacrosse.

Aboriginal Worldviews and Perspectives:

- Mentorship/Leadership through Community Engagement (Coaching at the Elementary and Middle school Level, and community skills camps);
- Engagement with Nature and the Outdoors;
- Community: Family/Alumni Participation Day; and
- Traditional Teachings: Seven Grandfathers (Respect, Trust, Love, Honour, Humility, Bravery, Truth). Application to their individual and team goals.

BIG IDEAS

Understanding our strengths, weaknesses and personal preferences will help us plan and achieve our goals

Mentorship and Leadership

Personal fitness can be maintained and improved through regular participation in lacrosse-based activities and training principles.

Understanding the factors that influence our health empowers us to take action to improve it.

Trying a variety of lacrosse systems will increase and enhance our understanding of team play and individual growth within the sport

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>Physical Literacy</u></p> <ul style="list-style-type: none"> Refine and apply movement skills in a variety of lacrosse related activities and environments; Apply and refine a variety of movement concepts and strategies in different activities; Apply methods of monitoring and adjusting exertion levels in situational activities; and Demonstrate safety, fair play, and leadership in physical activities. <p><u>Health and Active Living</u></p> <ul style="list-style-type: none"> Participate in sport specific exercises to enhance and increase physical change to increase performance in the sport of lacrosse; Explain how developing competencies in lacrosse activities can increase confidence and encourage lifelong participation in the sport; Plan ways to overcome potential barriers that affect participation in the sport of lacrosse; Pursue personal healthy-living goals by setting goals, planning how to achieve them, and reflecting on ongoing progress; Analyze how health-related decisions, such as those related to healthy eating and substance use support the achievement of personal healthy-living goals; Social and community health; Develop skills for maintaining healthy relationships and responding to interpersonal conflict, including communication skills, negotiation strategies, and conflict resolution techniques; Create strategies for promoting the health and well-being of the school and community; Mental well-being; and Describe the relationship between physical activity, mental well-being and overall health. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Proper technique for movement skills related to the sport of lacrosse; Movement concepts and strategies in both offensive and defensive systems; Ways to monitor and adjust physical exertion levels; Health benefits of different physical activities; Training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity; Potential short and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology; Sources of health information and their trustworthiness; Basic principles for responding to emergencies; Strategies to protect themselves, and others, from potential abuse, exploitation, and harm in a variety of sport settings; Influences of physical, emotional, and social changes on player identities and team relationships; and Strategies for goal-setting and self-motivation.

Big Ideas – Elaborations

- The ability and willingness to explore new training techniques will have a critical role in achieving one's personal goals with regards to lacrosse skill development;
- Through opportunities to coach or assist at the elementary & middle school level, the student will acquire a skill-set that will lead to greater confidence and understanding of the progression needed to improve lacrosse skills;
- Adopt a healthy lifestyle by committing to a lifelong plan;
- Organization skills will be fostered as the student will aid in the running of skills camps and tournaments;
- Communication skills will be enhanced as the student relates information through game play, coaching, and peer feedback;
- Recognizing and controlling one's emotions to create an environment towards personal success in critical situations.

Curricular Competencies – Elaborations

- Perform basic lacrosse skills (passing, catching, groundballs, shooting, dodging, footwork, offensive skills, defensive skills).
- Demonstrate an understanding of the techniques to successfully instruct players through a practice
- Master leadership skills and clear communication through peer instruction and feedback;
- Identify, create and perform a variety of offensive and defensive skills and techniques (slide packages, clears, rides and offensive formations)
- Demonstrate the knowledge and ability to play all the different positions on the field

- Demonstrate mastery of one position on the field
- Demonstrate game like strategies and problem-solving skills on the field in both practice and game situations
- Contribute to the school and community by hosting skills camps and teaching in elementary and middle school PE classes;
- Demonstrate leadership skills and clear communication through peer instruction and feedback on skill correction to newer participants in the course
- Effectively interpret lacrosse officiating signals;
- Demonstrate leadership and decision-making skills when teaching young players at the elementary & middle school levels;
- Design and analyze a personal nutritional plan to suit specific needs;
- Understand the difference between Pre-Competition and Between-Event nutrition;
- Design a pre-season, in-season, and post season training program that suits individual needs.
- Provide feedback and direction to newer participants in the formation of their workout programs
- Contribute to the school and community by officiating volleyball games at high school, middle school or local elementary schools

Content – Elaborations

Skill Development: Basic movement skills, pass, catch, shoot, groundball pick-up, first develop these skills in a static environment then dynamic (under pressure).

Game Knowledge: Player roles, systems, coverage and transition. Defensive systems, Offensive systems, Transition play Man-up & Man down situations.

Positional responsibilities: Goalie, defender, attackman, Long stick midfield, offensive midfield;

Officiating: Rules of officiating pertaining to scorekeeping, lining, and refereeing. Code of Conduct relative to officials, players, coach and parent interactions;

Nutrition: Effects of different foods, water, energy drinks and supplements on the body. Learn how to refuel for maximum performance. Food choice at the right times: pre/post physical activity at both the competitive and recreational level can lead to improved performance in lacrosse and promote lifelong benefits;

Strength and Conditioning: Exposure to different training methods and Periodization techniques.

Content – Elaborations

Fitness plans that include goal setting, skill testing and journal entries; and

Specific lacrosse skill monitoring methods (2400m run, 40 yard dash, push-up, squat, core, agility standard, wall ball timed test).

Recommended Instructional Components:

- Direct and Indirect Instruction
- Interactive Instruction
- Modeling
- Self and Peer Analysis
- Peer and Partner Instruction
- Video Analysis
- Create a highlight film
- Guest Speakers
- Guest Coaches
- Demonstration
- Group Work
- Journal Reflection

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Ensure alignment with the [Principles of Quality Assessment](#):
- Assessment will be continuous throughout the year and will weigh heavily on participation, self-reflection and practical work;
- Skills Evaluation: skills and fitness testing and progression;
- Participation/Attendance: class attendance/effort/participation mark;
- Leadership/Coaching: recommended hours of coaching in skills camps completed;
- Journals: goal setting with regards to nutrition, physical fitness and training; and
- Self-assessments with regards to lacrosse skills progression.

Learning Resources:

- BCLA website and resource manuals
- Community Coach Development – Men's field lacrosse manual
- NCCP competitive coach manual
- Complete Conditioning for Lacrosse – Tom Howley
- Exercise Technique Manual for Resistance Training - NSCA
- Board Authority Authorized Course: Requirements and Procedures
- QBQ! The Question Behind the Question – John G. Miller
- The Hard Hat – John Gordon
- Go For It!! A Mental Training Manual for Coaches and Athletes

Additional Information:



School District/Independent School Authority Name: Mission Public School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 75
Developed by: Mike Schneider/Teena Brown	Date Developed: March 15, 2019
School Name: Mission Senior Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Leadership 11	Grade Level of Course: 11
Number of Course Credits: 3	Number of Hours of Instruction:

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None, attendance at various Leadership conferences as deemed necessary/warranted

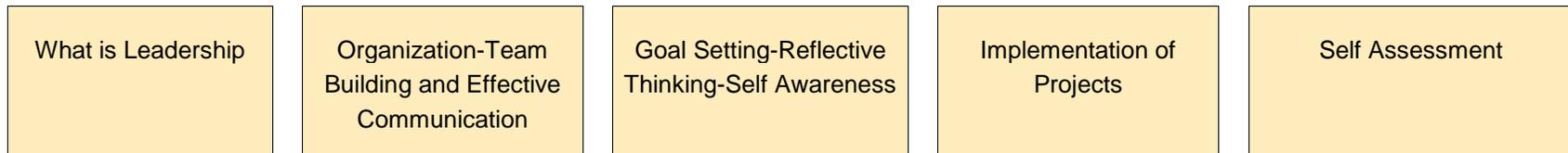
Course Synopsis: This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image and awareness, goal setting, decision making, time management, communication, school and community service, public relations, conflict resolution and an understanding of various leadership styles/models/characteristics.

Goals and Rationale: Effective leaders with a strong foundation in self awareness, ethical decision making and interpersonal skills are needed today in our schools, our economy and in our communities. The mission of education is to develop in the student the knowledge, skills and attitudes to contribute to and be productive members of the greater society. It is with this in mind that the Leadership 11 course is proposed. Through this course students will develop personal skills, build positive attitudes toward both self and society, and will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their communities and being of service to others.

Aboriginal Worldviews and Perspectives: Leadership 11 will incorporate the following worldviews and perspectives throughout the course:

- a) Encourage student self-awareness grounded in knowledge of family origins, cultural background, place of origin, allegiance and affiliation, citizenship, and other identity “markers.” Student self-expression via writing, speaking, and representation is an opportunity to address and revisit this theme at various stages during the course of Leadership 11.
- b) Give students opportunities to apply and demonstrate the skills associated with oral storytelling: memorize, internalize, and present their own experiential stories and listen and respond to those of peers.
- c) Incorporation of hands-on learning experiences for students during Leadership 11.

BIG IDEAS



Learning Standards

Curricular Competencies	Content
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Students are expected to do the following:

- identify characteristics of leadership
- identify different Leadership styles
- understand and demonstrate accountability and responsibility
- demonstrate and apply decision making skills
- develop and express appropriate responses to issues or problems
- demonstrate and understanding of effective planning
- identify and understand the functional and non-functional roles of each individual in a group
- relate the importance of personal strengths, values, self awareness to a variety of leadership roles
- demonstrate an understanding of the importance of communication skills for effective leadership (verbal, non-verbal, 2 way, listening, written)
- develop the capacity for reflective thinking
- apply effective public relations skills

Students are expected to know the following:

- know the 20-60-20 rule of leadership
- know their strengths and weaknesses when preparing for a leadership role through self awareness
- identify their leadership style
- know how to engage in reflective practice and thinking
- how to assess the success of their project implementation and execution
- know how to be an effective communicator in both large and small group settings
- know and assess their personal role and contribution as part of a larger group
- know how to identify and implement SMART goal setting
- understand the techniques used to develop a positive school culture
- the impact of mass-media and advertising in swaying public opinion and promotion of a cause

Big Ideas – Elaborations

- Leadership qualities can be learned and are skill-based; leaders seek to provide others with maximum opportunities to achieve success.
- Leadership is best learned through a service to others model that relies on an understanding of ourselves, group dynamics and identification of shared interests and goals.
- Self assessment and reflective practice are integral aspects of leadership which can be developed as part of a leadership skill set.

Curricular Competencies – Elaborations

- leadership characteristics - ethics, empathy, determination, selflessness, selfishness, proactiveness, resiliency, honesty, organized, humility etc.
- top down/bottom up and authoritarian/authoritative/laissez faire/democratic leadership styles
- ethical decision making model
- identify, plan, execute and assess a variety of projects (large and small)
- understand how self awareness and personal strengths/characteristics can influence people's roles in large and small group dynamics
- identify how to manage projects so as to draw on the collective strengths of all group members to ensure group ownership of the project
- awareness of verbal/non-verbal cues while communicating, listening skills, rephrasing for understanding, use of language/writing to effectively communicate ideas and offer feedback

Content – Elaborations

Smart Goals: Specific, Managable, Attainable, Realistic, Timely

20/60/20 Rule of Leadership: 20% of people have bought in, 60% of the people need to be lead/swayed, and 20% of the people will likely never buy in/be swayed.

Strengths: skills/characteristics that are highly developed in an individual

Weaknesses: skills/characteristics that are in the process of being developed in an individual

Reflective Thinking: the ability to honestly assess ourselves or our involvement to determine areas for future growth

Project Implementation: the planning, organization, execution, wrap up and assessment of a project undertaken as part of an education or charity initiative

Communication: effectively exchanging ideas with others (verbal and non-verbal)

Personal Role: how we as individuals fit in with the larger group dynamic and the role that we assume or are given as part of that group

Leadership Style: a philosophy of leadership and how that manifests itself in our leadership actions

Ethical Decision Making: establishing facts, identify options and consequences, evaluate and choose an option and implement a decision

Leadership Portfolio Project: Students will begin to develop a Leadership Portfolio that will track the acquisition and development of their leadership capacity.

Recommended Instructional Components:

Direct Instruction • Demonstrations • Modelling • Simulations • Student-in-Role • Peer teaching • Experiential Learning • Reflective Writing

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Journaling • Peer Assessment • Self-Assessment • Performance Assessment

Learning Resources:

Additional Information:



School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD# 75
Developed by: Lynn Cummings	Date Developed: March 2019
School Name: Ecole Mission Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only): April 2 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 9 2019	Board/Authority Chair Signature:
Course Name: Peer Tutoring 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Students shall be permitted to enroll in this course if they are in good academic standing in all classes and have a letter of recommendation from a teacher or extra-curricular leader.

Special Training, Facilities or Equipment Required:

Access to technology and internet. Students who enroll in this course should possess a desire to explore a self-directed learning model and acquire the skills and knowledge necessary for success in this model of learning.

Course Synopsis:

This course is designed to provide opportunities for students to develop skills in communication, interpersonal relations, conflict management, self-reflection and leadership while supporting peers in a classroom setting. Students will develop an understanding of individual academic differences and learning styles, while acquiring an appreciation of the importance of contributing to community and helping others. Skills related to self-directed learning and personal reflection will be developed throughout this course. This course will provide the foundation for Peer

Tutoring 12, which will focus more in depth on application of learning styles and leadership skills, as preparation for future careers in the field of education, or similar areas of study.

Goals and Rationale:

This course provides an opportunity for the development and application of communication skills, interpersonal skills, leadership skills, empathy, learning styles, goal setting and self-reflection while supporting peers, and others, and contributing to school community. The combination of self-directed learning, and personal reflections, coupled with experiential learning with a teacher in a classroom setting provides opportunities for the peer tutor to make observations, question, take initiative, and involve themselves in a positive manner with others. In addition, the role of the peer tutor will provide additional supports to students in the school community and allow the student the opportunity serve as a role model for others.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

Everyone learns in different ways and at different rates.

Working with others in a supportive role develops patience and empathy.

Personal reflection and self-evaluation promote learning and growth.

Contributing to community is important.

Effective communication skills and interpersonal skills contribute to success in school, careers, and relationships.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Develop a positive working relationship with the sponsor teacher, including regular communication regarding supports needed in the classroom • Acquire necessary background knowledge required to serve in the role as peer tutor, specific to the classroom assignment • Take initiative in the classroom to build relationships with all students • Identify learning styles and needs within the classroom and apply specific strategies to support different ways of learning • Implement understanding of communication types and apply strategies in the classroom • Practice professional behaviour always in the classroom, with the understanding that as a peer tutor the student is serving as a role model for others • Engage in self directed learning to gain required knowledge and skills related to course requirements • Engage in self reflective practice related to peer tutoring experiences, and use personal knowledge gained to set and refine personal goals as needed throughout the peer tutor placement • Utilize feedback from peers and staff for self improvement in the role of peer tutor 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Roles and responsibilities of the peer tutor • Communication strategies • Interpersonal skills • Learning styles • Study techniques • Aboriginal World Views and Perspectives • Short-term and long-term goal setting • Models for self reflective practice • Conflict resolution strategies

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- **background knowledge** – gaining the necessary knowledge or skills required for a specific classroom setting to have the tools necessary to support the students in the peer tutoring role. Given the individual nature of each student’s placement, the peer tutor will need to take responsibility for ensuring they are prepared to support the needs of the students.
- **professional behavior** – includes behaviors such as showing up on time, dressing appropriately for the role in the classroom, using appropriate language and tone with staff and students, role modelling high standards of behavior, and demonstrating a positive attitude.
- **self-directed learning** - in self- directed learning, the learner takes initiative and responsibility for learning, including some self-assessment. The structure of this course will require students to begin to explore this model of learning.
- **self-reflective practice** – is the ability to reflect upon one’s actions in a process of continuous learning. Peer tutors will engage in weekly self-reflection related to their role as a peer tutor and develop their skills in this area.

Content – Elaborations

- **communication strategies** – including identifying the 3 main types of communication (verbal, non-verbal and visual) and exploring strategies for effective communication. As a peer tutor learning both types and strategies will provide insight into effective communication with others to support their role as a peer tutor.
- **interpersonal skills** – includes the qualities and behaviours a person uses to interact well with others individually or in groups. Understanding interpersonal skills will serve the peer tutor in their present role, and as well as they move forward in careers and relationships in the future.
- **learning styles** – people learn in different ways and at different rates. Developing an understanding of how people learn will play in an important role in effectively supporting the various learning styles in the classroom.
- **conflict resolution strategies** – strategies for resolving conflicts with individuals and groups, in a variety of settings. Possessing skills to deal with conflicts in the classroom setting will assist both the students and the peer tutor.

Recommended Instructional Components:

- Direct Instruction
- Indirect Instruction
- Independent Study
- Self-Directed Learning
- Practical Experience

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- 3 learning projects (Communication Skills, Learning Styles, Conflict Resolution Strategies)
- Teacher evaluation of student's performance in the assigned classroom placement.
- Class peer-evaluation of student's performance in the assigned classroom placement.
- Ongoing personal reflection and personal goal setting, and self-evaluation

Learning Resources:

Research based learning resources

Additional Information:

None



School District/Independent School Authority Name: Mission Public Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD# 75
Developed by: Lynn Cummings	Date Developed: March 2019
School Name: Ecole Mission Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only): April 2 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: April 9 2019	Board/Authority Chair Signature:
Course Name: Peer Tutoring 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Students shall be permitted to enroll in this course if they are in good academic standing in all subjects and have a letter of recommendation from a teacher or extra-curricular leader. It is strongly recommended that students will have completed Peer Tutoring 11 prior to enrolling in this course, as this course builds on learning, knowledge and experiences related to Peer Tutoring 11.

Special Training, Facilities or Equipment Required:

Access to technology and internet. Students who enroll in this course should possess a desire to explore a self-directed learning model and acquire the skills and knowledge necessary for success in this model of learning.

Course Synopsis:

As this course is a continuation of Peer Tutoring 11 students will continue to develop and build on skills in communication, interpersonal relations, conflict management, role modelling, and leadership while supporting peers in a classroom setting. Students will further develop their understanding of individual academic differences and learning styles and apply this knowledge more directly in a classroom seeing though mini lessons to small groups, analysis of learning styles and development of materials related to learning styles. Students will continue to serve as

role models in the school community and appreciate the importance of contributing to their community and helping others throughout their lives. Continued development of skills related to self-directed learning and personal reflection will be utilized, developed and enhanced throughout this course.

Goals and Rationale:

While this course continues to build on skills and opportunities in Peer Tutoring 11 (communication skills, interpersonal skills, learning styles, empathy, and self - reflection) and supporting peers and contributing to school community, this course is more directed at students who possess an interest in entering the field of education, or similar fields in the future. As such a deeper emphasis on the understanding and application of ways of learning and applying this knowledge in a practical setting will be emphasized. A more in depth understanding of leadership skills and capacity will be explored.

Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

Everyone learns in different ways and the implementation of specific strategies to support learning is important for success.

The development of leadership skills and serving as a role model, contribute to success in all areas of life.

Self-reflective practice promotes self - awareness and sets the stage for growth and learning.

Contributing to community is important.

Effective communication skills and interpersonal skills contribute to success in school, careers, and relationships.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Develop a positive working relationship with the sponsor teacher, including regular communication regarding supports needed in the classroom • Acquire necessary background knowledge required to serve in the role as peer tutor, specific to the classroom assignment • Practice professional behaviour always in the classroom, with the understanding that as a peer tutor the student is serving as a role model for other students • Take initiative in the classroom to build relationships with all students • Identify learning styles within the classroom and apply specific strategies to support different ways of learning • Prepare and implement mini lessons for small groups based on understanding of learning styles • Implement understanding of communication types and apply strategies in the classroom • Explore leadership styles and characteristics of a strong leader • Engage in self directed learning to gain required knowledge and skills related to course requirements • Engage in self reflective practice related to peer tutoring experiences, and use personal knowledge gained to set and refine personal goals as needed throughout the peer tutor placement • Utilize feedback from peers and staff for self improvement in the role of peer tutor 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Roles and responsibilities of the peer tutor • Communication strategies • Interpersonal skills • Conflict resolution strategies • Learning styles • Adaptation strategies • Leadership styles • Components of a lesson plan

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- **background knowledge** – gaining the necessary knowledge or skills required for a specific classroom setting to have the tools necessary to support the students in the peer tutoring role. Given the individual nature of each student’s placement, the peer tutor will need to take responsibility for ensuring they are prepared to support the needs of the students.
- **professional behavior** – includes behaviors such as showing up on time, dressing appropriately for the role in the classroom, using appropriate language and tone with staff and students, role modelling high standards of behavior, and demonstrating positive attitude.
- **self-directed learning** - in self- directed learning, the learner takes initiative and responsibility for learning, including some self-assessment. The structure of this course will require students to begin to explore this model of learning.
- **self-reflective practice** – is the ability to reflect upon one’s actions in a process of continuous learning. Peer tutors will engage in weekly self-reflection related to their role as a peer tutor and develop their skills in this area.
- **mini lesson** – a short lesson with a narrow focus that provided instruction in a skill or concept. Peer tutors will be expected to develop a series of mini lessons to present to small groups as part of their classroom duties.
- **leadership style** – a leaders’ method of providing direction, implementing plans and motivating people. Various authors have proposed many leadership styles. In this course students will begin to explore the various styles of leadership and narrow down the styles most suitable to themselves and for application in an educational setting.

Content – Elaborations

- **communication strategies** – including identifying the 3 main types of communication (verbal, non-verbal and visual) and exploring strategies for effective communication. As a peer tutor, effective communication is important and necessary.
- **interpersonal skills** – includes the qualities and behaviours a person uses to interact well with others individually or in groups. Understanding interpersonal skills will serve the peer tutor in their present role, and as well as they move forward in careers and relationships in the future.
- **learning styles** – people learn in different ways, and at different rates. Developing knowledge and understanding of how people learn will play in an important role in effectively supporting the various learning styles in the classroom.
- **conflict resolution strategies** – strategies for resolving conflicts with individuals and groups, in a variety of settings. Possessing skills to deal with conflicts in the classroom setting will assist both the student and the peer tutor.
- **adaptation strategies** – adaptations are a description of the changes needed for a student to meet his/her learning goals. A variety of strategies exist to support learners in these ways. Knowledge and application of these strategies in the classroom will be important for the peer tutor.

Recommended Instructional Components:

- Direct Instruction
- Indirect Instruction
- Independent Study
- Self-Directed Learning
- Practical Experience
- Observation

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- 3 learning projects (learning style, leadership skills, mini lessons)
- Teacher evaluation of student's performance in the assigned classroom placement.
- Class peer-evaluation of student's performance in the assigned classroom placement.
- Ongoing personal self-reflection and related goal setting, and self-evaluation

Learning Resources:

Student research and exploration independently and in small groups.

Additional Information:

None



School District/Independent School Authority Name: Mission Public School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 75
Developed by: Carol Fissel	Date Developed: March 15, 2019
School Name: Mission Senior Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Post Secondary Preparation 11/12	Grade Level of Course: 11/12
Number of Course Credits: 4	Number of Hours of Instruction:

Board/Authority Prerequisite(s): Accepted students need to have a GPA of 3.0 and less than 10 unexcused absences.

Special Training, Facilities or Equipment Required: Attendance at various Post Secondary Institutions tours, and Career Fairs as organized.

Course Synopsis: Post Secondary Preparation 11/12 is a course that aids students in learning about what to expect, and how to succeed, in a post secondary setting. PSP explores the offerings of PSI's through platforms like Capstone, guest speakers, and post secondary tours.

Goals and Rationale: Post Secondary Preparation is a course designed to enable students to transition effectively into a post-secondary situation. Some Grade 12 students struggle with the changes and demands of their first year at a PSI. PSP 11/12 will ensure that students are exposed to, and develop the skills of successful first year students. Through this course, students will develop the personal skills, positive attitudes and effective coping mechanisms needed for a successful transition to higher level learning.

Aboriginal Worldviews and Perspectives:

PSP is intended for both Indigenous and non-Indigenous learners and will explore content from many perspectives including the Principles of Learning. PSP will introduce students to the accessibility of Indigenous support at PSI, and encourage students to access them.

PSP will support the development of self, the exploration of one's identity through understanding in the new setting, the importance of connecting with others, the idea of connecting to the community within the PSI, and to give students the opportunity to tell their stories and display their personal hands-on learning to the class in a safe and personal way.

BIG IDEAS

To learn more about yourself and your career interests and how to attain those

To understand how you react to new demands and expectations

To assess, then plan strategies to organize completion of academic demands in a post secondary setting.

To understand that one's identity is key to career choice, and how to implement personal interests in choosing careers.

To understand that reading, writing, inquiry, collaboration and organization are key successors to post secondary success.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write at an effective post secondary level • Write to communicate logical ideas • Write to be able to analyze and persuade • Demonstrate understanding through writing and responding to assignments <p><u>Inquiry</u></p> <ul style="list-style-type: none"> • Understand the process of inquiry in an academic and technical setting to be able to reflect the information at a deep and complex level • Create new strands of ideas and thought to deeper understand information <p><u>Collaboration</u></p> <ul style="list-style-type: none"> • Understand and demonstrate accountability and responsibility in a group setting • Identify and understand the functional and non-functional roles of each individual in a group • Demonstrate effective public speaking and relationship skills <p><u>Reading</u></p> <ul style="list-style-type: none"> • Understand, analyze, and evaluate written texts to reflect comprehension 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Implementation of SMART goal setting strategies • Acceptable and competent grade 12 written arguments, essays and summaries • Public speaking methods that are effective in a small and large group setting • Debating skills in a formal setting • Communication skills that are successful and respectful in post secondary scenarios towards teachers and peers • Advocacy for oneself and others in personal (academic/emotional) situations when necessary

Content – Elaborations

SMART Goals – create and follow throughout course

Capstone Unit – explore, write and present to evaluators

Public Speaking – begin in pairs, small groups and classroom presentation to peers

Writing – paragraphs, persuasive essays and summarizes

Guest Speakers – expand student knowledge on a variety of career paths that they might be interested in

Field trips – to post secondary institutions to give students the opportunity to see a variety of options

Recommended Instructional Components: Direct Instruction Reflective Writing Experiential Learning Modelling Individual Research

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Journal/Reflective Writing Self-Assessment Peer Assessment Discussion Participation Oral Presentations Peer Teaching

Learning Resources: MSS Library Computer Cart

Additional Information: Field Trips and Guest Speakers are a necessary component to a successful PSP program.



School District/Independent School Authority Name: Mission/ SD 75	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD75
Developed by: Bal Lidder/Camille Anderson	Date Developed: March 8, 2019
School Name: École Mission Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Psychology	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:

Regular classroom, overhead projector, computer lab availability.

Course Synopsis:

Psychology 11 course will introduce students to the scientific study of human behavior and mental processes. Psychology education involves students in learning about the science of psychology. The overall aim of the course is to have students seek, analyze, create, understand and discover while gaining a further appreciation of psychological science. At the end of the course, students are expected to have an understanding of psychological concepts, theories, research findings and applications.

Goals and Rationale:Rationale:

Psychology 11 is a social science course designed to introduce students to the scientific study of human behavior and mental processes. Students will be exposed to psychological principles and methods that are used in scientific research and practice to address relevant individual and social problems.

Studying psychology will help learners understand more about how their body and mind work together. By understanding the newest science on the teenage brain, students will begin to understand their own brain's developmental journey and the importance of making responsible and informed decisions during this critical period. This course focuses on competencies that will support the learner in making meaningful decisions around stress management that support mental wellness.

Understanding psychological disorders and the effects of stigma are also explored through a research-based project where students explore the psychological effects of the illness. This course can play an important role in empowering students with the knowledge, judgement, and skills needed to become a generation of caring individuals who will make thoughtful, responsible choices to live in a healthy and sustainable manner.

Goals:

Develop an understanding of the how the field of psychology evolved by studying its origins, important theorists, significant scientific experiments and their contributions to the present

- Develop an understanding of the scientific method and psychological research techniques as demonstrated by a self-designed experiment which includes: formulating a hypothesis, collecting, analyzing and interpreting data, formulating a conclusion and presenting the findings to peers
- Develop an understanding of the uniqueness of teenage brain development by studying the different structures and functions of the brain
- Develop an understanding of the physiological, psychological and social effects of stress, and how these effects can be changed and reduced through effective coping strategies
- Develop an understanding of prevalent psychological disorders: how they are manifested and treated
- Develop an understanding of how societal stigma around mental illness creates barriers to disclosure, effective treatment and management
- Develop an understanding about the different theories and perspectives in psychology regarding variations in human consciousness including sleep, dreams and hypnosis

Aboriginal Worldviews and Perspectives:**Indigenous Worldviews and Perspectives:**

Psychology 11 course is intended for both Indigenous and non-Indigenous learners and will explore content from many perspectives, including the Indigenous ways of knowing which will benefit all students.

Declaration of First Peoples Principles of Learning:

- Psychology 11 support the development of self in support of connecting with others.
- Psychology 11 require the exploration of one's identity through understanding.
- Both Psychology courses support the well-being of the self, the family, and the community as students learn about the connection between mind and body.
- These Psychology curricula foster a holistic, reflexive approach and focus on developing caring relationships.
- Learning requires exploration of one's identity through understanding.

BIG IDEAS

Understanding how the various concepts in psychology can benefit individuals by helping them to better understand themselves, their behaviours and their relationships.

Understanding the unique teenage brain and factors that effect it is critical to making healthy decisions that positively affect life-long health.

Understanding the stage of prenatal development and how various teratogen may change lifelong development and behavior.

Understanding the stages of cognitive and behavioral development from infancy to old age.

Understanding mental illness from a variety of perspectives and revealing the social stigma associated with it are increasingly threatening the lives of today's youth.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>Analyzing</u></p> <ul style="list-style-type: none"> • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence • Analyze cause-and-effect relationships <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled <ul style="list-style-type: none"> • Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources • Consider the changes in knowledge over time as tools and technologies have developed • Connect research explorations to careers in psychology • Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources • Consider social and ethical implications of the findings from others' investigations <p>Applying and innovating</p>	<p><i>Students are expected to know the following:</i></p> <p><u>Approaches to Psychology</u></p> <ul style="list-style-type: none"> • History of psychology • Research Methods <p><u>Developmental Psychology</u> teratogen, infancy, childhood, adulthood, with concentrations on tarragons and adulthood.</p> <p><u>Biological Basis for Behavior</u></p> <ul style="list-style-type: none"> • Brain anatomy and functions • Endocrine and limbic system anatomy and functions (fight or flight) • Sensations • Senses • Perception <p><u>Cognitive Psychology</u></p> <ul style="list-style-type: none"> • Learning (classical conditioning, operant conditioning, social learning) • Memory (creation, storage and retrieval processes) • Personality Theories (psychoanalytic, humanistic, cognitive, trait theories)

- Contribute to care for self, others, community, and world through individual or collaborative approaches
- Contribute to finding solutions to problems at a local and/or global level through inquiry
- Implement multiple strategies to solve problems in real-life, applied, and conceptual situations
- Consider the role of scientists in innovation

Communicating

- Formulate physical or mental theoretical models to describe a phenomenon
- Communicate ideas, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations
- Express and reflect on a variety of experiences, perspectives, and worldviews through place

- Stress and Health
- Abnormal Psychology (concentration on therapy)
- Social Psychology (concentration on Individual Interaction)

Inquiry Process (student's choice into other domains of psychology)

Big Ideas – Elaborations

- **Biological Basis for Behavior**

- How do neurotransmitters influence behavior and how do drug interactions affect neurotransmitter function?

- **Consciousness**

- What are the current cognitive neuroscience research findings regarding ‘dual processing’?

- **Behavior**

- How does early stimulation by parents affect our lives and cultural norms?

- **Development and Learning**

- What are some applications of classical conditioning?
- How can the principles of operant conditioning be applied for success at school?
- What is the current research regarding the effects of environmental and hereditary influences on intelligence?

- **Psychological Disorders**

- What are the different perspectives used for understanding psychological disorders?
- Are psychotherapies more effective than biomedical therapies?

Curricular Competencies – Elaborations

Analyzing

- Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge
- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence
- Analyze cause-and-effect relationships

Evaluating

- Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled
- Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources
- Exercise a healthy, informed scepticism and use scientific knowledge and finds to form their own investigations to evaluate claims in primary and secondary sources
- Consider social and ethical implications of the finds from others’ investigations

Applying and innovating

- Contribute to care of self, others, community, and world through individual or collaborative approach
- Contribute to finding solutions to problems at a local and/or global level through inquiry

Communicating

- Communicate ideas, information, and suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations
- Express and reflect on a variety of experiences, perspectives, and worldviews through place

Content – Elaborations

Approaches to Psychology

- Contributions of Psychologist – (Jean Piaget, John Watson, Sigmund Freud, Albert Ellis, William James, William Wundt, Alfred Alder and others)
- 7 perspectives/approaches to psychology (1. structuralism, 2. behaviorism, 3. functionalism, 4. psychoanalytical, 5. Social cultural, 6. Humanism, 7. Evolutionary)

Research and Methods

- Scientific method – Review over the steps to scientific methods. Students are to design a simple experiment using scientific method.
- Statistical evaluations – learn about the 4 types of samples (simple random sampling, stratified sampling, systematic sampling, and cluster sampling)

Development and Learning

1) Infancy and childhood

- utero development
- effects of teratogen on utero development
- conception
- the competent newborn
- Physical, Perceptual, and language development
- Cognitive development
- Piaget's theory and current thinking
- Parenting styles and social development

2) Adolescence

- Physical and sexual development –
- Personal development – (moral development (Kohlberg),
- Social development - psycho-social (Stanley Hall, Albert Bandura, James Marcia)
- Classical conditioning – Pavlov's Experiment
- Operant conditioning– BF Skinner's experiment

Content – Elaborations

- Observed learning – Bandura

3) Adulthood and Old Age

- Adulthood (Erik Ericson's stages),
- Old age – crystalized and fluid intelligence
- Dying and death - Elisabeth Kübler-Ross: five stages of psychological adjustment

Body and behavior

- The nervous system: basic structures of nerves
- Studying the brain - parts of the brain and their function
- Endocrine system – fight or flight and the release of hormones and their effect on the body
-

Altered states of Consciousness

- Sleep and dreams – biological rhythms and sleep, the need for sleep, sleep disorders. Dreams, night mares, night terrors.
- Hypnosis, biofeedback, and meditation -
- Drugs and consciousness – dependence and addiction, psychoactive drugs, the effects of different drugs on human behavior

Behavior

- Nature/ nurture
- Gene-environment interactions
- Case study

Recommended Instructional Components:

Will include but not limited to:

- Direct Instruction
- Demonstrations
- Student Presentations
- Simulations
- Peer Teaching
- scaffolding
- technology (visual and/or structured presentation medium)
- Reflective Writing
- Guest Lectures and Presentations
- Educational Games

Recommended Assessment Components:

Will include but not limited to:

- on going self-assessment for learning
- Journal Reflections
- Peer and Self-Assessments
- Performance Assessments
- Oral Presentations
- Quizzes and Exams
- Discussion Participation

Summative Assessments may include:

- Comprehensive representation of curricular content including information from reads
- Formal representation of learning including oral, written, visual and/or technology based representation of learning

Learning Resources:

☒textbook: Gencoe [Understanding Psychology](#) – 2003 (textbook resource needs to be replaced with a more current textbook).

-database - *EBSCO Information Services*

Additional Information: none



School District/Independent School Authority Name: Mission School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): #75
Developed by: Camille Anderson and Bal Lidder	Date Developed: March 12 th , 2019
School Name: Mission Secondary School	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Psychology 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Completion of Psychology 11

Special Training, Facilities or Equipment Required:

The course requires access to lab kits to learn about perception and sensation, as well as the psychobiology components.

Course Synopsis:

Psychology 12 course will continue students in their education into the scientific study of human behavior and mental processes. The overall aim of the course is to have students seek, analyze, create, understand and discover while gaining a further appreciation of psychological science. Students will review concepts from psychological history and research methods, while going more into depth on developmental psychology, abnormal psychology and biopsychology. They will also be introduced into sensation and perception, learning theories, motivation and emotions, personality theories, stress and health psychology, and individual interaction social psychology. At the end of the course, students are expected to have an in-depth understanding of psychological concepts, theories, research findings and applications.

Goals and Rationale:

Psychology 12 is a social science course designed to introduce students to the scientific study of human behavior and mental processes. Students will be exposed to psychological principles and methods that are used in scientific research and practice to address relevant individual and social problems.

Studying psychology will help learners understand more about how their body and mind work together. By understanding the newest science on the teenage brain, students will begin to understand their own brain's developmental journey and the importance of making responsible and informed decisions during this critical period. This course focuses on competencies that will support the learner in making meaningful decisions around stress management that support mental wellness.

Studying psychology will also help the students understand what is happening in their physiological bodies. Students will have an opportunity to learn how their brain processes to make memories, sensations, perceptions and to have learning occur. By learning about their brain processes, students will have a deeper appreciation of what is occurring in the world to help them with these everyday occurrences of brain processing.

Understanding psychological disorders and the effects of stigma are also explored through a research-based project where students explore the psychological effects of the illness. This course can play an important role in empowering students with the knowledge, judgement, and skills needed to become a generation of caring individuals who will make thoughtful, responsible choices to live in a healthy and sustainable manner.

Goals:

- Further explore to create a deeper understanding of the how the field of psychology evolved by studying its origins, important theorists, significant scientific experiments and their contributions to the present
- Further explore to create a deeper understanding of the scientific method and psychological research techniques as demonstrated by a self-designed experiment which includes: formulating a hypothesis, collecting, analyzing and interpreting data, formulating a conclusion and presenting the findings to peers

- Develop an understanding of tarragons impact on human life
- Develop an understanding of what it is like to grow old and the supports needed for our aging population according to developmental psychology
- Develop an understanding of the uniqueness of brain development by studying the different structures and functions of the brain, endocrine system and limbic system
- Develop an understanding of the importance of sensations and how they vary among humans to create different perceptions
- Develop an understanding of how humans and animal learn through classical conditioning, operant conditioning and social learning
- Develop an understanding of how humans create and retrieve memories
- Develop an understanding of self through theories of personality
- Develop an understanding of the physiological, psychological and social effects of stress, and how these effects can be changed and reduced through effective coping strategies
- Further explore to create a deeper understanding of prevalent psychological disorders: how they are manifested and treated
- Further explore how societal stigma around mental illness creates barriers to disclosure, effective treatment and management
- Allow for an opportunity of inquiry into other disciplines of psychology

Aboriginal Worldviews and Perspectives:

Psychology 12 course is intended for both Indigenous and non-Indigenous learners and will explore content from many perspectives, including the Indigenous ways of knowing which will benefit all students.

Declaration of First Peoples Principles of Learning:

- Psychology 12 support the development of self in support of connecting with others.
- Psychology 12 require the exploration of one's identity through understanding.
- Both Psychology courses support the well-being of the self, the family, and the community as students learn about the connection between mind and body.
- These Psychology curricula foster a holistic, reflexive, experiential, relational approach and focus on developing caring relationships.
- Learning requires exploration of one's identity through understanding.

BIG IDEAS

To learn more about yourself and others, psychologically, cognitively and behaviorally

To understand the importance of care during your life according to health and developmental psychology

To understand that everyone takes in the world differently

To have a chance to learn about one's identity via psychology

To understand the impact of abnormal and developmental psychology and to create awareness for prevention, care and support.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>Analyzing</u></p> <ul style="list-style-type: none"> •Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge •Use knowledge of scientific concepts to draw conclusions that are consistent with evidence •Analyze cause-and-effect relationships <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled • Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources 	<p><i>Students are expected to know the following:</i></p> <p><u>Fundamental Psychology</u></p> <ul style="list-style-type: none"> •History of psychology •Research Methods <p><u>Developmental Psychology</u> tarragons, infancy, childhood, adulthood, with concentrations on tarragons and adulthood.</p> <p><u>Biological Basis for Behavior</u></p> <ul style="list-style-type: none"> •Brain anatomy and functions •Endocrine and limbic system anatomy and functions •Sensations •Senses •Perception

- Consider the changes in knowledge over time as tools and technologies have developed
- Connect research explorations to careers in psychology
- Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources
- Consider social and ethical implications of the findings from others' investigations

Applying and innovating

- Contribute to care for self, others, community, and world through individual or collaborative approaches
- Contribute to finding solutions to problems at a local and/or global level through inquiry
- Implement multiple strategies to solve problems in real-life, applied, and conceptual situations
- Consider the role of scientists in innovation

Communicating

- Formulate physical or mental theoretical models to describe a phenomenon
- Communicate ideas, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations
- Express and reflect on a variety of experiences, perspectives, and worldviews through place

Cognitive Psychology

- Learning (classical conditioning, operant conditioning, social learning)
- Memory (creation, storage and retrieval processes)

Personal Psychology

- Personality Theories (psychoanalytic, humanistic, cognitive, trait theories)
- Stress and Health
- Inquiry Process (student's choice into other domains of psychology)

Abnormal Psychology

- Disorders
- Therapy

Social Psychology

- concentration on Individual Interaction

Big Ideas – Elaborations

To learn more about yourself and others, psychologically, cognitively and behaviorally.

- How can choices in life determine different outcomes for a person?

To understand the importance of care during your life according to health and developmental psychology

- How does stress influence your life if left untreated?
- What research is there to support a long, healthy life?

To understand that everyone takes in the world differently

-How do senses differ in each person?

- What influences perception?

To have a chance to learn about one's identity via psychology

-What theories of personality apply to your life?

To understand the impact of abnormal and developmental psychology and to create awareness for prevention, care and support.

- What research is available on the development of a psychological disorders?
- What preventative measures can be put in place to lessen the impact of developing a psychological disorder?
- What support is available for someone with a psychological disorder?

Curricular Competencies – Elaborations

Analyzing

- Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge
 - Describe the effects of Residential Schools on generations of Aboriginal Peoples with respect to Attachment Theory.
- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence
 - What is the evidence relating immunizations to the development of autism?
- Analyze cause-and-effect relationships
 - What is the evidence on parenting styles and success in academics?
 - What evidence is there for the developing of autism?

Evaluating

- Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled
 - What are limitations of psychoanalytic theory?
- Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources
 - How does the self-fulfilling prophecy work?
- Consider the changes in knowledge over time as tools and technologies have developed
 - Why is shock therapy used infrequently now?
- Connect research explorations to careers in psychology
 - How does each discipline of psychology relate to different jobs?
- Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources
 - What research is available for each student's inquiry project?
- Consider social and ethical implications of the findings from others' investigations
 - What are the social implications for supporting psychological disorders?
 - What are the ethical implications of certain famous psychological experiments?

Applying and innovating

- Contribute to care for self, others, community, and world through individual or collaborative approaches
 - What are stress reduction activities?
- Contribute to finding solutions to problems at a local and/or global level through inquiry
 - Discuss what local resources are available for psychological disorders.
- Implement multiple strategies to solve problems in real-life, applied, and conceptual situations
 - Which therapy works best for certain psychological disorders?
- Consider the role of scientists in innovation
 - What concepts have been discovered by psychologists?
 - What current research is being done in psychology?

Communicating

- Formulate physical or mental theoretical models to describe a phenomenon
 - Get students to create their own theories on different psychological issues.
- Communicate ideas, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations
 - Get students to journal to show many different ideas that they have during the psychology course.
- Express and reflect on a variety of experiences, perspectives, and worldviews through place
 - How does your version of place influence how you view different psychological topics?

Fundamental Psychology

Review History of psychology

- Famous psychologists (examples: Freud, Adler, Jung, Piaget ...)
- Fields of psychology (examples: psychoanalytic, behavioral, etc.)
- Psychology Careers (examples: therapist, organizational psychologist, etc.)

Review Research Methods

- Mean
- Median
- Mode
- Range
- Standard Deviation/Variance
- Bell Curve
- Types of collection methods
- Scientific Method
- Independent and Dependent Variables
- Types of experiments
- Self fulfilling prophecy
- Placebos

Developmental Psychology

tarragons, infancy, childhood, adulthood, with concentrations on tarragons and adulthood.

- Tarragons: make sure to concentrate on alcohol, illegal drugs, legal drugs, other
- Nature versus nurture
- Gene-environment interaction
- Case studies
- Feral children and language development
 - Review: Prenatal development and the newborn
 - Conception
 - Competent newborn
- Review Infancy and childhood (physical and cognitive development)
 - Piaget's theory and current thinking
 - Freud's theory

Content – Elaborations

Erikson's theory

Kohlberg's theory

- Abnormal Psychology developing during childhood and teenage years

- Adulthood (physical and cognitive development)

Menopause/ andropause

Erikson's theory

Levinson's theory

Decremental model of aging

Ageism

Senile dementia and Alzheimer's disease

Thanatology

Death and Dying Process (Hospice, Kubler-Ross' theory)

Biological Basis for Behavior

- Brain anatomy and functions

- * neural communication

- * neurons, axon, dendrites, synapses, neurotransmitters

- * how neurons communicate

- * how neurotransmitters influence the brain, excitatory, inhibitory, re-uptake

- * lobes of the brain

- * main components of the brain

- * brain examination technology

- * the divided brain

- * right and left hemispheres

- * what prescription drugs do to the brain and body

- Endocrine and limbic system anatomy and functions

- * the nervous system

- * the peripheral nervous system

- * the central nervous system, reflexes, neural networks

- * the endocrine system, adrenal gland, pituitary gland

- Sensations and Perception

- * psychophysics

- * absolute threshold

- * difference threshold

- * Weber's Law

Content – Elaborations

- * Signal-detection theory

•Senses

- * parts of the eye
- * parts of the ear
- * parts of the tongue
- * olfactory nerve
- * vestibular system
- * kinesthesia
- * Auditory nerve
- * subliminal messages
- * motion parallax
- * constancy
- * illusions
- * ESP – extrasensory perception

Cognitive Psychology

• Learning

- * classical conditioning (all components)
- * generalization, discrimination and extinction
- * operant conditioning (all components)
- * social learning
- * cognitive learning
- * Latent learning
- * Learned helplessness
- * Modeling
- * Behavior modification
- * Token economy

• Memory (creation, storage and retrieval processes)

- * encoding
- * storage
- * sensory memory
- * short term memory
- * maintenance rehearsal
- * chunking
- * semantic memory

Content – Elaborations

- * episodic memory
- * declarative memory
- * procedural memory
- * recognition
- * recall
- * reconstructive process
- * confabulation
- * schemas
- * eidetic memory
- * decay
- * interference
- * elaborative rehearsal
- * mnemonic devices

Personal Psychology

- Personality Theories (psychoanalytic, humanistic, cognitive, trait theories)
 - * purpose of personality theories
 - * id
 - * ego
 - * superego
 - * defense mechanisms
 - * collective unconscious
 - * archetype
 - * inferiority complex
 - * Skinner's concept of personality
 - * Bandura's social cognitive theory of personality
 - * Maslow's idea of self-actualization
 - * Carl Roger's view of human behavior
 - * conditions of worth
 - * unconditional positive regard
 - * fully functioning
 - * Cardinal trait
 - * factor analysis
 - * Surface trait
 - * Source trait

Content – Elaborations

- * extravert
- * introvert
- * Describe Allport's, Cattell's and Eysenck's theory of personality.
- Stress and Health
 - * stressor
 - * stress reaction
 - * distress
 - * eustress
 - * conflict situation
 - * stages of stress reaction
 - * locus of control
 - * cognitive appraisal
 - * denial
 - * intellectualization
 - * progressive relaxation
 - * meditation
 - * biofeedback
 - * how stress relates to life (post secondary and jobs)
- Inquiry Process (student's choice into other domains of psychology)

Abnormal Psychology

- Disorders
 - * Inquiry into disorders students are interested in (suggestions but not limited to: autism, schizophrenia, drug addiction, anxiety...)
- Therapy
 - * psychotherapy
 - * eclectic approach
 - * placebo effect
 - * empathy
 - * group therapy
 - * Psychotherapy goal
 - * Therapists' role
 - * behavior modification
 - * cognitive therapy
 - * rational-emotive therapy
 - * behavior therapy

Content – Elaborations

- * systematic desensitization
- * aversive conditioning
- * contingency management
- * token economy
- * cognitive-behavior therapy
- * drug therapy
- * antipsychotic drugs
- * antidepressant drugs
- * anti-anxiety drugs
- * electroconvulsive therapy
- * psychosurgery
- * prefrontal lobotomy

Social Psychology

- concentration on Individual Interaction
 - * social cognition
 - * physical proximity
 - * stimulation value
 - * utility value
 - * ego-support value
 - * complementarity
 - * Why we need friends
 - * Factors in choosing friends
 - * primacy effect
 - * stereotype
 - * attribution theory
 - * fundamental attribution error
 - * actor-observer bias
 - * self-serving bias
 - * nonverbal communication
 - * How we use first impressions and schemas
 - * Factors that influence how we interpret others' behaviors
 - * Generational Identity
 - * Sources of parent-adolescent conflict
 - * Different types of love
 - * Triangular Theory of love

Recommended Instructional Components:

Will include but not limited to:

- Direct Instruction
- Demonstrations
- Student Presentations
- Simulations
- Peer Teaching
- scaffolding
- technology (visual and/or structured presentation medium)
- Reflective Writing
- Guest Lectures and Presentations
- Educational Games

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Will include but not limited to:

- on going self-assessment for learning
- Journal Reflections
- Peer and Self-Assessments
- Performance Assessments
- Oral Presentations
- Quizzes and Exams
- Discussion Participation

Summative Assessments may include:

- * Comprehensive representation of curricular content including information from reads
- * Formal representation of learning including oral, written, visual and/or technology based representation of learning

Learning Resources:

- textbook: Gencoe Understanding Psychology – 2003 (textbook resource needs to be replaced with a more current textbook).
- database - EBSCO Information Services

Additional Information:

none



School District/Independent School Authority Name: Mission #75	School District/Independent School Authority Number (e.g. SD43, Authority #432): Mission #75
Developed by: Sandy Chambers & David Chambers. Adapted by Jordan Drouillard	Date Developed: April 2018 Amended: March 2019
School Name: Ecole Mission Secondaire/Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Rugby 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

The teacher should have a background in rugby with coaching experience, level 1 NCCP Certification and a demonstrated willingness to attend current coaching clinics would be an asset. Facility: access to a playing field, gymnasium, weight room, track, computers and a classroom with Internet access. Equipment required: rugby balls

Course Synopsis:

The objective of this course is to develop and refine skills and enhance competency in rugby activities as a player, assistant referee and referee. Students will work through World Rugby's online Rugby Ready Courses with an opportunity to complete and recertify within the World Rugby Referee Certification Course. This course includes units on Individual Skill Development, Unit Play, Team Play, Nutrition, Strength and Conditioning, Sport Specific Training and Journaling.

Goals and Rationale: This course has been developed for students who seek a challenge to reach their potential on and off the rugby field. Students will look at refining and advancing previously learned skills. The course embodies the core values of rugby and will foster student self-confidence and the desire to improve through a variety of rugby activities designed to develop their individual and team skills.

Aboriginal Worldviews and Perspectives:

- Mentorship/Leadership through community and school engagement
- Community: Family/Alumni Participation Days
- Traditional Teachings: Seven Grandfathers (Respect, Trust, Love, Honour, Humility, Bravery, Truth) and the alignment to Rugby Core Values
- Importance of rugby in Maori culture – potential for growth and benefits (NZRU visit to Matsqui First Nation)

Rugby Core Values - <https://www.worldrugby.org/welcome-to-rugby/rugbys-values>

1. **Integrity** - Integrity is central to the fabric of the game and is generated through honesty and fair play.
2. **Passion** – Rugby people have a passionate enthusiasm for the game. Rugby generates excitement, emotional attachment and a sense of belonging to the global rugby family.
3. **Solidarity** – Rugby provides a unifying spirit that leads to life-long friendships, camaraderie, teamwork and loyalty, which transcends cultural, geographic, political and religious differences.
4. **Discipline** – Discipline is an integral part of the game both on and off the field and is reflected through adherence to the laws, the regulations and rugby's core values.
5. **Respect** - Respect for teammates, opponents, match officials and those involved in the game is paramount.

BIG IDEAS

Participation in rugby allows for the development of skills in a complex and dynamic game environment. Socioemotional, and mental well-being can be improved through being involved in a team environment and learning the importance of communication and sportsmanship.

Following proper training techniques and guidelines helps us to stay safe when playing rugby.

Understanding and following the core values of rugby enable us to take our place in a world community.

Participating in a variety of rugby activities will increase and enhance our recognition of game play and personal growth through sport

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Rugby activity skills and healthy living</p> <ul style="list-style-type: none"> participate in a variety of rugby activities designed to enhance and maintain the health components of fitness refine and advance a variety of skills to effectively and safely participate in rugby activities explain nutritional considerations and other requirements for participation in rugby training and games explain how developing competence in rugby activities can increase confidence encourage life long participation <p>Principles of training</p> <ul style="list-style-type: none"> refine and advance appropriate exercise techniques for a variety of rugby activities identify and describe how different types of rugby activities influence the muscular, neurological and cardiovascular systems 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> proper physical movement patterns, including non-locomotor, and manipulative skills movement concepts and strategies in both offensive and defensive systems ways to monitor and adjust physical exertion levels rules and guidelines for different rugby activities physical activity safety and etiquette benefits of physical activities to health and mental well-being the roles of various nutrients and how they can affect health and performance best practices of injury prevention and management techniques for organizing and supervising rugby activities strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings influences of physical emotional and social changes on player identities and team relationships

<ul style="list-style-type: none">• create and implement a personalized fitness program appropriate to a variety of rugby activities <p>Social responsibility</p> <ul style="list-style-type: none">• demonstrate a variety of leadership skills in different rugby activities• demonstrate appropriate behaviours in different types of rugby activities and environments• understand and apply best practices of risk management in different types of rugby activities for self and others• Demonstrate safety, fair play, leadership, and sportsmanship in rugby games/activities	<ul style="list-style-type: none">• strategies for goal setting and self motivation• potential consequences of health decisions, including substance misuse• healthy eating guidelines• roles and responsibilities as a developing leader• the influence of constructive criticism; both receiving and giving
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Big Ideas – Elaborations

- The ability and willingness to explore a variety of training techniques will enhance the student's ability to achieve one's personal goals with regards to rugby skill development
- The student will adopt a healthy lifestyle by committing to a a lifelong plan
- The student will recognize and control emotions to develop an environment which promotes personal and team success in critical situations

Curricular Competencies – Elaborations

- Perform and continue to develop a variety of rugby skills
- Demonstrate leadership skills and clear communications through analysis of various strategic and tactical situations in a variety of rugby activities
- Identify and perform a variety of offensive and defensive skills and techniques
- Demonstrate the knowledge and ability to play different positions within the subunits of the game
- Demonstrate appropriate strategies, tactics and problem solving techniques in various rugby activities
- Develop, refine, and implement a personal fitness and nutritional plan
- Analyze how health-related decisions, such as those related to healthy eating and substance use support the achievement of personal healthy-living goals;
- Plan ways to overcome potential barriers that affect participation in the sport of rugby

Content – Elaborations

Skill Development: Refine developed movement skills, passing, catching, evasion, tackling, ball in contact, kicking.

Positional responsibilities: Front row forwards, second row forwards, back row forwards, halfbacks, centres, wings and fullback.

Game Knowledge: Principles of play, player roles, offensive systems, defensive systems, counterattack, restarts.

Officiating: Advanced understanding of the Laws of the game, age-grade law variations, playing variations, role of the referee, role of the referee assistant and Code of Conduct regarding officials, players, coach and spectator interactions.

Nutrition: Advanced understanding of the effects of different foods, fluids, supplements, micro and macronutrients on the body. Nutrition for growth, competition and recovery and the effect each stage has on performance.

Strength and Conditioning: Application of training principles, FITT, SAID, components of fitness as they relate to rugby. Position specific strength requirements and their development. Advanced understanding of lifting techniques, purpose, and spotting. Understanding a variety of training principles to suit their personal development and player needs.

Recommended Instructional Components:

- Direct and indirect instruction
- Drill-repetition-practice-feedback,
- Technological instruction, including video tape
- Self and peer analysis
- Goal setting
- Interactive Instruction
- Peer and Partner Instruction

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

- Skill assessment
 - Growth in abilities throughout the duration of the course & fitness testing
- Participation/Attendance: class attendance/effort/participation mark;
- Journals
 - Nutrition
 - Fitness
 - Recovery
 - Goal setting
 - Self reflection

Learning Resources:

World Rugby Website: <https://www.worldrugby.org/>

Rugby Canada: <https://rugby.ca/en>

BCRU: <http://www.bcrugby.com/>

NZRU: <http://www.nzrugby.co.nz/>

The Rugby Site: <https://www.therugbysite.com/>

Additional Information:



School District/Independent School Authority Name: Mission #75	School District/Independent School Authority Number (e.g. SD43, Authority #432): Mission #75
Developed by: Sandy Chambers & David Chambers. Adapted by Jordan Drouillard	Date Developed: April 2018 Amended: March 2019
School Name: Ecole Mission Secondaire/Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Rugby 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

The teacher should have a background in rugby with coaching experience, level 1 NCCP Certification and a demonstrated willingness to attend current coaching clinics would be an asset. Facility: access to a playing field, gymnasium, weight room, track, computers and a classroom with Internet access. Equipment required: rugby balls

Course Synopsis:

The objective of this course is to continue to develop and master skills and enhance competency in rugby activities as a player, assistant referee and referee. Students will work through World Rugby's online Rugby Ready Courses with an opportunity to complete and recertify within the World Rugby Referee Certification Course. This course includes units on Individual Skill Development, Unit Play, Team Play, Nutrition, Strength and Conditioning, Sport Specific Training and Journaling. Students will take on leadership roles within the team setting to help student-athlete development for their less experienced teammates and peers.

Goals and Rationale: This course has been developed for students who wish to continue with previous rugby experience or are seeking a challenge to reach their potential on and off the rugby field. Students will look at mastering and advancing previously learned skills. The course embodies

the core values of rugby and will foster student self-confidence and the desire to improve through a variety of rugby activities designed to develop their individual and team skills.

Aboriginal Worldviews and Perspectives:

- Mentorship/Leadership through community and school engagement

Rugby Core Values - <https://www.worldrugby.org/welcome-to-rugby/rugbys-values>

1. **Integrity** - Integrity is central to the fabric of the game and is generated through honesty and fair play.
2. **Passion** – Rugby people have a passionate enthusiasm for the game. Rugby generates excitement, emotional attachment and a sense of belonging to the global rugby family.
3. **Solidarity** – Rugby provides a unifying spirit that leads to life-long friendships, camaraderie, teamwork and loyalty, which transcends cultural, geographic, political and religious differences.
4. **Discipline** – Discipline is an integral part of the game both on and off the field and is reflected through adherence to the laws, the regulations and rugby's core values.
5. **Respect** - Respect for teammates, opponents, match officials and those involved in the game is paramount.

- Community: Family/Alumni Participation Days
- Traditional Teachings: Seven Grandfathers (Respect, Trust, Love, Honour, Humility, Bravery, Truth) and the alignment to Rugby Core Values
- Importance of rugby in Maori culture – potential for growth and benefits (NZRU visit to Matsqui First Nation)

BIG IDEAS

<p>Participation in rugby allows for the development of skills in a complex and dynamic game environment. Socialemotional, and mental well-being can be improved through being involved in a team environment and learning the importance of communication and sportsmanship.</p>	<p>Following proper training techniques and guidelines helps us to stay safe when playing rugby.</p>	<p>Understanding and following the core values of rugby enable us to take our place in a world community.</p>	<p>Participating in a variety of rugby activities will increase and enhance our recognition of game play and personal growth through sport</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Rugby activity skills and healthy living</p> <ul style="list-style-type: none"> participate in a variety of rugby activities designed to enhance and maintain the health components of fitness making connections to alternative Fundamental Movement Skills and multisport benefits and adaptations refine, advance, and master a variety of skills to effectively and safely participate in rugby activities explain nutritional considerations and other requirements for participation in rugby training and games explain how developing competence in rugby activities can increase confidence and competence encourages life long participation explain how confidence and competence in rugby can cross to multifaceted life activities <p>Principles of training</p> <ul style="list-style-type: none"> refine advance, and master appropriate exercise techniques for a variety of rugby activities 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> proper physical movement patterns, including non-locomotor, and manipulative skills movement concepts and strategies in both offensive and defensive systems ways to monitor and adjust physical exertion levels rules and guidelines for different rugby activities physical activity safety and etiquette benefits of physical activities to health and mental well-being the roles of various nutrients and how they can affect health and performance best practices of injury prevention and management techniques for organizing and supervising rugby activities strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings influences of physical emotional and social changes on player identities and team relationships

<ul style="list-style-type: none"> • develop, assess, and redefine a variety of activities for group participation • identify and describe how different types of rugby activities influence the muscular, neurological and cardiovascular systems • create and implement a personalized fitness program appropriate to a variety of rugby activities <p>Social responsibility</p> <ul style="list-style-type: none"> • demonstrate a variety of leadership skills in different rugby activities • demonstrate appropriate behaviours in different types of rugby activities and environments • understand and apply best practices of risk management in different types of rugby activities for self and others • Demonstrate safety, fair play, leadership, and sportsmanship in rugby games/activities 	<ul style="list-style-type: none"> • strategies for goal setting and self motivation • potential consequences of health decisions, including substance misuse • healthy eating guidelines • roles and responsibilities as a developing leader • the influence of constructive criticism; both receiving and giving • peer-teaching techniques • evaluating team/group needs for both on and off field development
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Big Ideas – Elaborations

- The ability and willingness to develop upon previous understanding of a variety of training techniques will enhance the student's ability to achieve one's personal goals with regards to rugby skill development
- The student will adopt a healthy lifestyle by committing to a variety of SMART goals; short term, mid-point, and lifelong plan(s)
- The student will recognize and control emotions to develop an environment which promotes personal and team success in critical situations

Curricular Competencies – Elaborations

- Perform and continue to develop a variety of rugby skills
- Demonstrate leadership skills and clear communications through analysis of various strategic and tactical situations in a variety of rugby activities
- Identify group strengths and weaknesses to develop progressive activities to help develop group ability
- Identify and refine a variety of offensive and defensive skills and techniques
- Demonstrate the knowledge and ability to play different positions within the subunits of the game
- Demonstrate and refine appropriate strategies, tactics and problem solving techniques in various rugby activities
- Refine and implement a personal fitness and nutritional plan(s)
- Refine and development personal fitness and nutritional plan(s) suited to pre-, in-, and post-season training
- Analyze how health-related decisions, such as those related to healthy eating and substance use support the achievement of personal healthy-living goals;
- Plan ways to overcome potential barriers that affect participation in the sport of rugby

Content – Elaborations

Skill Development: Refine and master developed movement skills, passing, catching, evasion, tackling, ball in contact, kicking.

Positional responsibilities: Front row forwards, second row forwards, back row forwards, halfbacks, centres, wings and fullback.

Game Knowledge: Principles of play, player roles, offensive systems, defensive systems, counterattack, restarts.

Officiating: Advanced understanding of the Laws of the game, age-grade law variations, playing variations, role of the referee, role of the referee assistant and Code of Conduct regarding officials, players, coach and spectator interactions.

Nutrition: Advanced understanding of the effects of different foods, fluids, supplements, micro and macronutrients on the body. Nutrition for growth, competition and recovery and the effect each stage has on performance.

Strength and Conditioning: Application of training principles, FITT, SAID, components of fitness as they relate to rugby. Position specific strength requirements and their development. Advanced understanding of lifting techniques, purpose, and spotting. Understanding a variety of training principles to suit their personal development and player needs.

Recommended Instructional Components:

- Direct and indirect instruction
- Drill-repetition-practice-feedback,
- Technological instruction, including video tape
- Self and peer analysis
- Goal setting
- Interactive Instruction
- Peer and Partner Instruction

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Skill assessment
 - Growth in abilities throughout the duration of the course & fitness testing
- Participation/Attendance: class attendance/effort/participation mark;
- Journals
 - Nutrition
 - Fitness
 - Recovery
 - Goal setting
 - Self reflection

Learning Resources:

World Rugby Website: <https://www.worldrugby.org/>

Rugby Canada: <https://rugby.ca/en>

BCRU: <http://www.bcrugby.com/>

NZRU: <http://www.nzrugby.co.nz/>

The Rugby Site: <https://www.therugbysite.com/>

Additional Information:



School District/Independent School Authority Name: Mission	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 75
Developed by: Kevin Watrin	Date Developed: March 2018
School Name: Fraserview Learning Centre	Principal's Name: Kevin Watrin
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Self-Efficacy	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Students would be recommended by the District Referral Committee

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course is designed to help students recognize ways in which they can develop and enhance their self-efficacy. This course builds on the foundation of Self Efficacy 10. Students will learn to recognize the power they have to affect situations will influence both the ability a student has to face challenges competently and the choices a student is most likely to make. Learning outcomes for the course are grouped under social-emotional learning themes, focusing on the development of self- and social awareness and self- and relationship management skills. By exposing students to diverse situations and interaction, students will develop a deeper understanding of their personal values. Students will learn additional strategies and skills to aid them in communication, interpersonal relations, and conflict management while taking responsibility for their decision-making and problem solving. As a culmination, students reflect on their progress and personal goals, and consider how they can create new possibilities for themselves.

Goals and Rationale:

This course is for students with social, emotional, and/or behavioural barriers to their learning and who have been recommended through the School Based Resource team and/or Counsellor. These students need additional supports to reach their full potential. This course has been designed to help meet the learning needs and the emotional needs of students who need a structured framework of providing social-emotional support, providing advocacy on behalf of the student, and fostering the development of self-efficacy and independence. It will allow students to develop strategies for resolving conflict and managing stress in social contexts by teaching self and social awareness, and self and relationship management. This course supports and encourages students to explore who they are as valued individuals and to explore ways to make positive changes in their lives by exploring what they value and who they want to become.

Aboriginal Worldviews and Perspectives:

“Connectedness and Relationships”

“Encourage student self- awareness grounded in knowledge of family origins, cultural background, place of origin, allegiance and affiliation, citizenship, and other identity ‘markers’. Student self-expression via writing, speaking, and representation is an opportunity to address and revisit this theme at various stages during their K-12 schooling”

(taken from FNEESC website)

BIG IDEAS

Self-Awareness & Recognition

Self-Management & Organization

Social Awareness & Communication

Building Positive Relationships

Decision Making & Responsibility

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>It is expected that students will:</p> <ul style="list-style-type: none"> -Recognize different emotions and how emotions can influence daily living - Explore different learning styles, life skills, and personal attributes to gain an understanding of personal strengths, needs, and values - Recognize personal interests and dis-interests to work towards being able to describe themselves - Recognize different strategies to manage impulse control - Recognize a variety of strategies to manage stress and anxiety - Recognize strategies to aid organizational and time management - Recognize strategies to aid in planning and goal setting - Recognize the importance of owning their behaviours - Recognize the importance of treating others with respect - Explore a variety of social norms - Challenge themselves by exploring perspectives that are different from their own - Recognize different appropriate communication skills (verbal and non-verbal) - Recognize making positive contributions to the establishment of group goals - Recognize the ability to positively contribute to reaching group goals - Demonstrate ways to appropriately seek and provide help 	<p><i>Students are expected to know the following:</i></p> <p>Personal Development</p> <ul style="list-style-type: none"> ➤ goal setting strategies ➤ personal strengths and needs ➤ strategies to manage stress, anxiety and impulse control ➤ where to seek help for emotional needs ➤ time management <p>Connections to Community</p> <ul style="list-style-type: none"> ➤ importance of respect toward others ➤ variety of societal norms (cultural/religious/lifestyle) ➤ how to work toward a group goal

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Big Ideas – Elaborations

Self-Awareness & Recognition

- Students will continue to develop a reflective mindset through guided activities. In doing so, students will work to develop a greater understanding of themselves as an individual.

Self-Management & Organization

- Students will continue to develop personal self-management and personal and academic organization. In do so, students will work to identify personal strength and needs, and will be exposed to strategies that will help them emphasize strengths and work to strengthen needs.

Social Awareness & Communication

- Both individually and in groups, students will develop their social awareness and communication skills through guided activities that require them to be reflective when working with and considering others. In doing so, students will be exposed to different ways of thinking and acting, and work to develop a greater understanding of the people around them.

Building Positive Relationships

- Both individually and in groups, students will continue to develop through guided activities that challenge them to react to both formal and informal social settings. In doing so, students will be exposed to positive relationship development skills and strategies, and work to develop a greater understanding of appropriate relationship interactions.

Decision Making & Responsibility

- Both individually and in groups, students will develop through guided activities that require them to reflect on the decisions they make. In doing so, students will be exposed to different decision-making strategies, and work to understand how decisions impact outcomes.

Learning Resources:

- Workshops provided through various community partners (Fraser House, Fraser Health Authority, MCFD, Community Youth Outreach Workers, Safe Online Outreach Society etc.) e.g. Understanding Anxiety and Depression, Let's Talk Shop, Drug and Alcohol Prevention presentations, Career counselling, Collaborative Problem-Solving methods, Art Therapy, etc.
- Lagging skills checklists, unsolved problem goal sheets (Ross Green)
- IEP Goal Setting templates
- Visual Journals
- Mazza, James J. et al. *DBT Skills In Schools*. 2016
- *The Explosive Child* (2006), *Lost at School*, Ross Greene, 2008
- Self-Regulation Research Materials: Stuart Shanker

➤ Teaching Self-Efficacy through Personal projects:

http://www.ascd.org/publications/educational_leadership/may12/vol69/num08/Teaching_Self-Efficacy_with_Personal_Projects.aspx

- Beyond Monet: The Artful Science of Instructional Integration, Barrie Bennett, (2002)

- Articles, information and videos on the internet related to self-efficacy
- Project-Based Learning Resources such as: http://www.bie.org/tools/online_resources/pbl-online

- Mindfulness Resources such as MindUp, Mindshift, Headspace
- Lifetime Learning Centre Society
- Fraser Valley Women's Resource Society
- Brendtro, Larry K., Martin Brokenleg, and Steve Van Bockern. (2002) *Reclaiming Youth At Risk: Our Hope for the Future*. Solution-Tree Press.
- Newfeld, Gordon and Gabor Mate. *Hold on to Your Kids: Why Parents Need to Matter More Than Peers*. (2004). Random House.

Recommended Instructional/Assessment Components:

The instructional component of the course may include the following: lectures, large and small group discussions, guest speakers, videos, online research, individual and group activities, student presentations, self-directed projects, as well as goal setting, tracking, and self-assessment activities.

Eighty percent (80%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement.

Twenty percent (20%) of the grade will be based on a final evaluation of each student's visual journal, goal setting portfolio, presentation and/or another method of evaluation suitable to the course content and administered toward the end of the course.



School District/Independent School Authority Name: Mission	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 75
Developed by: Kevin Watrin	Date Developed: March 2019
School Name: Fraserview Learning Centre	Principal's Name: Kevin Watrin
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Self-Efficacy	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Students would be recommended by the District Referral Committee

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course is designed to expose students to ways in which they can develop and enhance their self-efficacy. This course builds on the foundation of Self Efficacy 10 and 11. Students are required to demonstrate a deeper understanding of the concepts and principles introduced in earlier levels of this course. Students will demonstrate the power they have to affect situations will influence both the ability a student has to face challenges competently and the choices a student is most likely to make. Learning outcomes for the course are grouped under social-emotional learning themes, focusing on the development of self- and social awareness and self- and relationship management skills. Students experiences with diverse situations and interaction, will develop personal values. Students will practice strategies and skills to aid them in communication, interpersonal relations, and conflict management while taking responsibility for their decision-making and problem solving. As a culmination, students reflect on their progress and personal goals, and begin to consider how they can create new possibilities for themselves.

Goals and Rationale:

This course is for students with social, emotional, and/or behavioural barriers to their learning and who have been recommended through the School Based Resource team and/or Counsellor. These students need additional supports to reach their full potential. This course has been designed to help meet the learning needs and the emotional needs of students who need a structured framework of providing social-emotional support, providing advocacy on behalf of the student, and fostering the development of self-efficacy and independence. It will allow students to develop strategies for resolving conflict and managing stress in social contexts by teaching self and social awareness, and self and relationship management. This course supports and encourages students to explore who they are as valued individuals and to explore ways to make positive changes in their lives by exploring what they value and who they want to become.

Aboriginal Worldviews and Perspectives:

“Connectedness and Relationships”

“Encourage student self- awareness grounded in knowledge of family origins, cultural background, place of origin, allegiance and affiliation, citizenship, and other identity ‘markers’. Student self-expression via writing, speaking, and representation is an opportunity to address and revisit this theme at various stages during their K-12 schooling”

(taken from FNEESC website)

BIG IDEAS

Self-Awareness & Recognition

Self-Management & Organization

Social Awareness & Communication

Building Positive Relationships

Decision Making & Responsibility

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>It is expected that students will:</p> <ul style="list-style-type: none"> - Demonstrate different emotions and how emotions can influence daily living - Demonstrate different learning styles, life skills, and personal attributes to gain an understanding of personal strengths, needs, and values - Explore personal interests and dis-interests to work towards being able to describe themselves - Demonstrate different strategies to manage impulse control - Demonstrate a variety of strategies to manage stress and anxiety - Demonstrate strategies to aid organizational and time management - Demonstrate strategies to aid in planning and goal setting - Demonstrate ownership of their behaviour - Demonstrate the importance of treating others with respect - Demonstrate a variety of social norms - Challenge themselves by exploring perspectives that are different from their own - Demonstrate different appropriate communication skills (verbal and non-verbal) - Demonstrate making positive contributions to the establishment of group goals - Demonstrate the ability to positively contribute to reaching group goals - Demonstrate ways to appropriately seek and provide help 	<p><i>Students are expected to know the following:</i></p> <p>Personal Development</p> <ul style="list-style-type: none"> ➤ goal setting strategies ➤ personal strengths and needs ➤ strategies to manage stress, anxiety and impulse control ➤ where to seek help for emotional needs ➤ time management <p>Connections to Community</p> <ul style="list-style-type: none"> ➤ importance of respect toward others ➤ variety of societal norms (cultural/religious/lifestyle) ➤ how to work toward a group goal

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Big Ideas – Elaborations

Self-Awareness & Recognition

- Students will be further develop through guided activities that require them to be reflective. In doing so, students will work to demonstrate a greater understanding of themselves as an individual.

Self-Management & Organization

- Students will be introduced to and guided through activities that require them to be reflective. In do so, students will work to identify personal strength and needs, and will be exposed to strategies that will help them emphasize strengths and work to strengthen needs.

Social Awareness & Communication

- Both individually and in groups, students will be introduced to and guided through activities that require them to be reflective when working with and considering others. In doing so, students will be demonstrate different ways of thinking and acting, and work to develop a greater understanding of the people around them.

Building Positive Relationships

- Both individually and in groups, students will demonstrate through guided activities that challenge them to react to both formal and informal social settings. In doing so, students will be demonstrate positive relationship development skills and strategies, and work to demonstrate a greater understanding of appropriate relationship interactions.

Decision Making & Responsibility

- Both individually and in groups, students will demonstrate through guided activities that require them to reflect on the decisions they make. In doing so, students will be demonstrate different decision-making strategies, and work to understand how decisions impact outcomes.

Learning Resources:

- Workshops provided through various community partners (Fraser House, Fraser Health Authority, MCFD, Community Youth Outreach Workers, Safe Online Outreach Society etc.) e.g. Understanding Anxiety and Depression, Let's Talk Shop, Drug and Alcohol Prevention presentations, Career counselling, Collaborative Problem-Solving methods, Art Therapy, etc.
- Lagging skills checklists, unsolved problem goal sheets (Ross Green)
- IEP Goal Setting templates
- Mazza, James J. et al. *DBT Skills In Schools*. 2016
- Visual Journals
- The Explosive Child (2006), Lost at School, Ross Greene, 2008
- Self-Regulation Research Materials: Stuart Shanker
- Teaching Self-Efficacy through Personal projects:

http://www.ascd.org/publications/educational_leadership/may12/vol69/num08/Teaching_Self-Efficacy_with_Personal_Projects.aspx

- Beyond Monet: The Artful Science of Instructional Integration, Barrie Bennett, (2002)
- Articles, information and videos on the internet related to self-efficacy
- Project-Based Learning Resources such as: http://www.bie.org/tools/online_resources/pbl-online
- Mindfulness Resources such as MindUp, Mindshift, Headspace
- Lifetime Learning Centre Society
- Fraser Valley Women's Resource Society
- Brendtro, Larry K., Martin Brokenleg, and Steve Van Bockern. (2002) Reclaiming Youth At Risk: Our Hope for the Future. Solution-Tree Press.
- Newfeld, Gordon and Gabor Mate. Hold on to Your Kids: Why Parents Need to Matter More Than Peers. (2004). Random House.

Recommended Instructional/Assessment Components:

The instructional component of the course may include the following: lectures, large and small group discussions, guest speakers, videos, online research, individual and group activities, student presentations, self-directed projects, as well as goal setting, tracking, and self-assessment activities.

Eighty percent (80%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement.

Twenty percent (20%) of the grade will be based on a final evaluation of each student's visual journal, goal setting portfolio, presentation and/or another method of evaluation suitable to the course content and administered toward the end of the course.

Board/Authority Authorized Course Framework	
School District #75 (Mission)	
Developed by: Carolyn Chezzi, Adapted by Lorraine Mar	Date Developed: May 20, 2008. Adapted March 12, 2018
School Name: Ecole Mission Secondaire/Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Volleyball Intelligence and Officiating	Grade Level of Course: Grade 11
Number of Course Credits: 4	Number of Hours of Instruction: 120 hours

Board/Authority Prerequisite(s): Students must have successfully completed Active Living 10 and Volleyball Intelligence and Officiating 10

Special Training, Facilities or Equipment Required: The teacher should have a background in volleyball with coaching experience. Level 1 NCCP Certification and attending current coaching workshops would be an asset. Facility access to a gym, weight room, track, classroom and library. Equipment required: cones, skipping ropes, medicine balls, jumping hurdles, volleyballs, volleyball nets and posts, athletic tape, videos, DVDs and whistles.

Course Synopsis: The objective of this course is to improve upon the skills covered in Volleyball and Officiating 10 and enhance one's competency in volleyball both as a player, official and coach. Emphasis will be on leadership and officiating at the Junior level, with an opportunity to complete a Referee Certification Course. Certification will provide the student with the necessary knowledge and specific tools needed for recreational and/or volunteer opportunities and may lead to a job. In addition, this course includes units on Skill Development, Team Play, Offensive and Defensive Systems, Nutrition, Strength and Sport Specific Training and Journal Writing.

Goals and Rationale: This course has been developed to support students who want the challenge and tools to reach their maximum potential on, and off, the court. Specific drills designed to develop fundamental volleyball skills and a solid foundation of rules, strategies, and systems will create confidence and competence. Using a combination of skill and knowledge to fulfill officiating and mentoring/coaching duties will not only be beneficial to the participant: other students, teachers and community members will also be rewarded by the student's accomplishments.

Aboriginal World Views and Perspectives:

- Mentorship/Leadership through Community Engagement (Coaching, Officiating at the Elementary and Middle School level, and School Intramural Program);
- Engagement with Nature and the Outdoors (Beach and Grass Court Game of Volleyball);
- Community: Family/Alumni Participation Day; and
- Traditional Teachings: Seven Grandfathers (Respect, Trust, Love, Honour, Humility, Bravery, Truth). Application to their individual and team goals.

Course Name:
Volleyball Game Intelligence and Officiating 11

BIG IDEAS

Mentorship and Leadership	Safety and injury prevention practices allow lifelong participation in physical activity pertaining to the sport of volleyball.	Personal fitness can be maintained and improved through regular participation in volleyball-based activities and training principles.	Physical activity is an important part of overall health and well-being.	Trying a variety of volleyball systems will increase and enhance our recognition of game play and personal growth within the sport.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>Participation</u></p> <ul style="list-style-type: none"> Refine and apply movement skills in a variety of volleyball related activities and environments; Apply and refine a variety of movement concepts and strategies in different activities; Apply methods of monitoring and adjusting exertion levels in situational activities; and Plan ways to overcome potential barriers that affect participation in the sport of volleyball; Participate in sport specific exercises to enhance and increase physical change to increase performance in the sport of volleyball. <p><u>Safety</u></p> <ul style="list-style-type: none"> demonstrate safety, fair play, and leadership in physical activities. (sportsmanship) <p><u>Health and well-being</u></p> <ul style="list-style-type: none"> Explain how developing competencies in volleyball activities can increase confidence and encourage lifelong participation in the sport; Pursue personal healthy-living goals by setting goals, planning how to achieve them, and reflecting on ongoing progress; Analyze how health-related decisions, such as those related to healthy eating and substance use support the achievement of personal healthy-living goals; Social and community health; Develop skills for maintaining healthy relationships and responding to interpersonal conflict, including communication skills, negotiation strategies, and conflict resolution techniques; Describe the relationship between physical activity, mental well-being and overall health. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Proper technique for volleyball specific movement skills; Fundamental movement Skills. On-Ball Skills, Off-Ball Skills; Movement concepts and strategies in both offensive and defensive systems; Ways to monitor and adjust physical exertion levels Benefits of physical activities for health and mental well-being; Training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity; Potential short and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology; Basic principles for responding to emergencies; Potential barriers to participation Strategies to protect themselves, and others, from potential abuse, exploitation, and harm in a variety of officiating settings; Influences of physical, emotional, and social changes on player identities and team relationships; and Strategies for goal-setting and self-motivation.

Big Ideas – Elaborations

- The ability and willingness to explore new training techniques will have a critical role in achieving one's personal goals with regards to volleyball skill development;
- Through opportunities to coach or assist at the elementary level, the student will acquire a skill-set that will lead to greater confidence and understanding of the progression needed to improve in volleyball skills;
- Adopt a healthy lifestyle by committing to a lifelong plan;
- Organization skills will be fostered as the student will aid in the running of tournaments and officiating at local tournaments;
- Communication skills will be enhanced as the student relates information through coaching, officiating, and peer feedback; and
- Recognizing and controlling one's emotions to create an environment towards personal success in critical situations.

Curricular Competencies – Elaborations

- Refine basic volleyball skills (forearm pass, overhand pass, footwork for attack approach, service delivery/placement, footwork for blocking and hand placement and reading the attacker to ensure position to dig the ball);
- Demonstrate leadership skills and clear communication through peer instruction and feedback;
- Identify, perform and analyze a variety of offensive and defensive skills and techniques (ex. Two arm dig, one arm, diving for a ball, overhand dig, roll shot, cut shot, tip);
- Adapt skill levels to play all the different positions on the court;
- Demonstrate game like strategies and problem-solving skills on the court;
- Contribute to the school and community by officiating volleyball games at high school or local elementary schools;
- Contribute to the school community by participating and running an intramural volleyball tournament;
- Contribute to the elementary community by helping implement the development system of TRIPLE BALL Volleyball;
- Effectively interpret and use appropriate volleyball officiating signals;
- Demonstrate leadership and decision-making skills when officiating at the elementary and middle school level;
- Design and analyze a personal nutritional plan to suit specific needs;
- Understand the difference between Pre-Competition and Between-Event nutrition; and
- Design a training and practice program that suits individual needs.

Content – Elaborations

Skill Development: Refine basic movement skills, forearm pass, overhand pass, the attack, the serve, the block and the dig;

Game Knowledge: Player roles, systems, coverage and transition. Defensive systems 6 back, service reception rotations (W formation vs. 3 person serve receive) Offensive systems of 6-2, 5-1 Elementary volleyball system of Triple Ball;

Positional responsibilities: Setter, left-side, middle, right side, libero;

Officiating: Rules of officiating pertaining to scorekeeping, lining, umpiring and refereeing. Code of Conduct relative to officials, players, coach and parent interactions;

Nutrition: Effects of different foods, water, energy drinks and supplements on the body. Learn how to refuel for maximum performance. Food choice at the right times: pre/post physical activity at both the competitive and recreational level can lead to improved performance in volleyball and promote lifelong benefits;

Strength and Conditioning: Exposure to different training methods. Plyometrics for power and strength, core conditioning, aerobic and anaerobic training, flexibility, muscular strength and endurance and specific training exercises to improve jumping (vertical);

Fitness plans that include goal setting, skill testing and journal entries; and

Specific volleyball skill monitoring methods (shuttle run, vertical assessments, timed jump rope, push ups, agility ladder exercises).

Recommended Instructional Components:

- Direct and Indirect Instruction
- Interactive Instruction
- Modeling
- Self and Peer Analysis
- Peer and Partner Instruction
- Videotape
- Technological Instruction
- Guest Speakers
- Demonstration
- Group Work
- Journal Reflection

Recommended Assessment Components:

- Ensure alignment with the [Principles of Quality Assessment](#);
- Assessment will be continuous throughout the year and will weigh heavily on participation, self-reflection and practical work;
- Skills Evaluation: skills and fitness testing and progression;
- Participation/Attendance: class attendance/effort/participation mark;
- Leadership/Coaching: recommended hours of officiating or coaching completed;
- Journals: goal setting with regards to nutrition, physical fitness and training; and
- Self-assessments with regards to volleyball skills progression.

Learning Resources:

- 3M Coaching Certification Program
- Volleyball Canada: Coaches Manual Level 1 & 2: *J. Pierre Baudin*
- Volleyball: Game, Theory and Drills: *Bernthold Frohner*
- *Volleyball BC Website, Rules for Triple Ball*
- Getting Stronger - Weight Training for Sport: *Bill Pearle*
- Board Authority Authorized Course: Requirements and Procedures
- Fraser Valley Volleyball Officiating Website

Additional Information:



School District/Independent School Authority Name: Mission	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD75
Developed by: Alison Fyles	Date Developed: March 11, 2019
School Name: École Mission Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Yearbook	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:

The course requires a computer lab with internet access; computers with Adobe InDesign and Adobe PhotoShop are an asset. In addition, the course requires the school to have a contract with a yearbook publishing company (e.g. Jostens), and digital cameras and their accessories (e.g. chargers, memory cards, memory card reader, etc.) that are available to students.

Course Synopsis:

Yearbook 11 builds on the diverse journalism skills that students will have developed in Yearbook 10. As with the previous course, students will experience all phases of the production and publishing process of a yearbook. In addition, Yearbook 11 students will take on more responsibility for creative and logistical decision making, learning to justify their decisions using criteria specific to publishing. Yearbook 11 students will also mentor beginning students and will be responsible for introducing them to certain elements of yearbook production. Students will grow their skills

in specific publishing areas, including book planning, design and layout, photography, and writing. An integral part of this course will be the demonstrable production of a school yearbook.

Goals and Rationale:

Rationale:

This course allows students extend and expand their skills in journalism and publishing, as well as the skills of personal accountability and teamwork. As such, Yearbook 11 combines the core competencies of communication, thinking, and personal identity and social responsibility as students conceptualize, design, produce, and publish a yearbook for the school community.

As a book designed to represent and report on the activities of the school as a whole, a yearbook contributes to a sense of school community. Yearbook 11 addresses the competency of social responsibility by focusing on the creation of an inclusive, diverse portrayal of an entire school community. Students will connect and collaborate with members of all the different groups within the school to record and report on their roles and activities in a comprehensive, unbiased way; working to include all groups, events, and activities in the school also allows students to participate in the development of a positive cultural identity for the school.

Yearbook 11 addresses the core competencies of communication and positive personal and cultural identity. Students will work together to produce a final product; they will connect and engage with others in order to develop ideas to produce a single publication. They will investigate and develop their personal strengths in order to collaborate with each other to plan and carry out the various steps in making a yearbook. Working jointly to produce a single product, students will learn how to solve problems and overcome obstacles in peaceful ways by developing interpersonal skills to give and receive constructive criticism. In addition, in covering and reporting on school events, groups, and activities, students will acquire, interpret, and present information in written and visual formats.

Yearbook 11 also encompasses the core competency of thinking, both critically and creatively. Students will evaluate and critique previous yearbooks and other publications in order to analyze the use of different principles of book design; they will then use those principles to generate and develop their own ideas and apply them in the design of their own yearbook.

Goals:

- Apply existing knowledge of the many stages of the publishing process in mentoring beginning students
- Extend technical skills in the design of layout, text, and photographs for the production of a yearbook
- Demonstrate the ability to explain and justify opinions in creative and logistical decision-making for the yearbook
- Exhibit journalistic integrity in yearbook production and mentoring relationships
- Expand interpersonal and teamwork skills by working with others towards a common goal
- Demonstrate consistent time-management skills and personal responsibility by meeting deadlines set by the publisher
- Create and publish a yearbook for the school community

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples' Principles of Learning:

- Yearbook supports the development of self in support of connecting with others
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- The publishing production process involves learning from mentors.
- Learning is holistic, reflexive, reflective, experiential, and relational.
- Producing a publication involves recognizing that some information is sensitive and should only be shared with permission and/or in certain situations.

Declaration of Aboriginal Worldviews and Perspectives:

The First Peoples' Principles of Learning are inherent in the aspects included in Yearbook 11. Yearbook is inseparable from connectedness and relationships, specifically:

- School community involvement and engagement
- The power of story
- Experiential learning
- Flexibility
- Leadership
- A positive, learner-centered approach
- Local focus

BIG IDEAS

A yearbook functions as a historical record and a memory book.

Image, text, colour and shape work together to create **meaning**.

A yearbook is an element of **school culture** and is representative of that community as a whole.

The publishing process is composed of diverse **stages**.

Individual roles contribute to one published product.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Planning and Design:</p> <ul style="list-style-type: none"> • Critique the effectiveness of elements of cohesive design from diverse publications • Create unique design elements to establish a cohesive design for the yearbook • Construct, justify reasons for, and implement a structured page ladder <p>Production and Publication:</p> <ul style="list-style-type: none"> • Design original layouts for yearbook pages using online tools and/or software • Compose and take photos, edit them for style and clarity, evaluate their value to page composition, and place appropriate photos on pages • Assess the quality of, edit and proofread text, images and design elements to ensure a high-quality final product • Submit completed pages to the publishing company by the deadline(s) <p>Teamwork and Personal Responsibility:</p> <ul style="list-style-type: none"> • Build mentoring relationships with beginning journalism students that extend throughout all stages of the publishing process • Support and teach others through feedback and constructive criticism • Organize time and tasks for each deadline <p>School Community:</p> <ul style="list-style-type: none"> • Show initiative in coordinating and collaborating with members of the school community to ensure representative coverage of school events and groups • Demonstrate effective communication with the school community to obtain content for the yearbook 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Different types of historical record-keeping, including Aboriginal oral traditions, and their importance • Techniques for creating a visual sense of cohesion within a book • Printer’s terms • Use of online and/or software design tools • Different elements of page composition • Use of a digital camera • Different types of photo composition and their effects when printed in a publication • The different steps required to complete each stage of the publishing process • Deadlines for page submissions throughout the school year • Personal roles and responsibilities relating to each deadline • Legal and ethical aspects of publishing

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Big Ideas – Elaborations

- **Meaning** refers to the yearbook’s underlying theme, which, in addition to being specific to one particular school year, creates a positive, inclusive representation of the year’s events and everyone in the school community.
- **School culture:** the collective sense of community, belonging, and pride felt by people around the school where they learn and work
- The **stages** of the publishing process: the conceptualization, creation, review, submission, and distribution of a published product

Curricular Competencies – Elaborations

- **Elements of cohesive design** are graphics, text, fonts, shapes and/or colours placed strategically and consistently on pages of a book in order to create a sense of continuity and unity throughout the entire publication
- **Page ladder:** the overall organization of the yearbook – the topic or focus of each page
- **Layout:** the design of a page – what goes where on a page (specific places for photos, text, and/or graphics) AND what colours, fonts, shapes, and/or graphics are to be used
- **Mentoring relationships** can be developed between intermediate journalism students and beginners based on their individual skills, knowledge and/or needs. An intermediate student can be a mentor to others in one aspect of the publishing process and be mentored by an advanced student in another area of production.
- **School community:** the students, teachers, support staff, and families in a school
- **Representative coverage** offers a complete, inclusive portrayal of all aspects of a school community. In so far as it is possible, every person, group, event, and activity should be included in the yearbook and be reported on with equal importance.
- **Content** includes photographs, texts, names, and opinions given by the school community or produced about the school community by yearbook students.

Content – Elaborations

- **Printer’s terms:** terminology specific to the publishing domain (for example, *pica measurements, flowing of photographs, cropping images, dominant photo, serif fonts, tint and transparency of colours, etc.*)
- **Design tools** are specific to the software or website used. Students should know how to open a page, create text, photo, and colour boxes on a page, change the format (the size, shape, and colour) of page elements, place photos and text into a layout, upload photos, and submit a page for publication using the software or website required by the publishing company
- Elements of page or photo **composition:** techniques (sizing, placement, angle, focus) used to create captivating, visually pleasing pages or photos
- **Steps** within each stage of book production may include (but are not limited to) crafting cohesive design elements, creating master layouts, taking and uploading photographs, writing articles and headlines, choosing and placing text and photos in the layout, or proofreading a completed page
- **Legal and ethical** aspects of publishing include a basic understanding of and respect for copyright law and Freedom of Information consent, as well as a focus on accurate, unbiased, and non-discriminatory journalism

Recommended Instructional Components:

- Direct instruction
- Modelling / Page mock-ups
- Group discussion and decision-making
- Peer teaching and mentorship
- Experiential learning

Recommended Assessment Components:

- Self-assessment
- Peer assessment
- Performance assessment

Learning Resources:

- *Jostens* Yearbook Avenue website: www.yearbookavenue.com (or similar)
- *Jostens* Yearbook Kit (or similar): printed planning and organizational materials for teachers

Additional Information:

As technology evolves, the required equipment and/or teacher training may need to be updated. In addition, the school will have to renew or update its contract with a publishing company annually.



School District/Independent School Authority Name: Mission	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD75
Developed by: Alison Fyles	Date Developed: March 11, 2019
School Name: École Mission Secondary	Principal's Name: Jim Pearce
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Yearbook	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

The course requires a computer lab with internet access; computers with Adobe InDesign and Adobe PhotoShop are an asset. In addition, the course requires the school to have a contract with a yearbook publishing company (e.g. Jostens), and digital cameras and their accessories (e.g. chargers, memory cards, memory card reader, etc.) that are available to students.

Course Synopsis:

Yearbook 12 is an advanced journalism and publishing course that builds on the diverse skills that students will have developed in Yearbook 10 and 11. As with the previous courses, students will participate in all phases of the production and publishing process of a yearbook. In addition, Yearbook 12 students will assume editorial roles and will be responsible for making most of the organizational and creative decisions related to the production of the yearbook. Yearbook 12 students will also mentor beginning and intermediate students as they facilitate the logistical and creative aspects of the publishing process. Students will refine their skills in specific publishing areas, including book planning, design and layout, photography, and writing. An integral part of this course will be the demonstrable production of a school yearbook.

Goals and Rationale:

Rationale:

This course allows students enhance and refine their skills in journalism and publishing, as well as the skills of personal accountability and teamwork. As such, Yearbook 12 combines the core competencies of communication, thinking, and personal identity and social responsibility as students conceptualize, design, produce, and publish a yearbook for the school community.

As a book designed to represent and report on the activities of the school as a whole, a yearbook contributes to a sense of school community. Yearbook 12 addresses the competency of social responsibility by focusing on the creation of an inclusive, diverse portrayal of an entire school community. Students will connect and collaborate with members of all the different groups within the school to record and report on their roles and activities in a comprehensive, unbiased way; working to include all groups, events, and activities in the school also allows students to participate in the development of a positive cultural identity for the school.

Yearbook 12 addresses the core competencies of communication and positive personal and cultural identity. Students will work together to produce a final product; they will connect and engage with others in order to develop ideas to produce a single publication. They will investigate and develop their personal strengths in order to collaborate with each other to plan and carry out the various steps in making a yearbook. Working jointly to produce a single product, students will learn how to solve problems and overcome obstacles in peaceful ways by developing interpersonal skills to give and receive constructive criticism. In addition, in covering and reporting on school events, groups, and activities, students will acquire, interpret, and present information in written and visual formats.

Yearbook 12 also encompasses the core competency of thinking, both critically and creatively. Students will assess and critique different principles of book design in previous yearbooks and other publications; they will then use those principles to generate and develop their own ideas and apply them in the design of their own yearbook.

Goals:

- Adapt existing knowledge of the many stages of the publishing process in mentoring other students, and in organizing and facilitating the production of an original yearbook
- Enhance and refine technical skills in the design of layout, text, and photographs for the production of a yearbook
- Elaborate opinions and reasoning in creative and logistical decision-making for the yearbook
- Exemplify journalistic integrity in yearbook production and mentoring relationships
- Enhance and refine interpersonal and teamwork skills by working with others towards a common goal
- Apply time-management skills and personal responsibility by meeting deadlines set by the publisher
- Create and publish a yearbook for the school community

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples' Principles of Learning:

- Yearbook supports the development of self in support of connecting with others
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- The publishing production process involves learning from mentors.
- Learning is holistic, reflexive, reflective, experiential, and relational.
- Producing a publication involves recognizing that some information is sensitive and should only be shared with permission and/or in certain situations.

Declaration of Aboriginal Worldviews and Perspectives:

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Individual roles contribute to one published product.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Planning and Design:</p> <ul style="list-style-type: none"> Assess the impact of elements of cohesive design from diverse publications Build original elements for the yearbook using principles of cohesive design Build, revise, rationalize, and implement a structured page ladder <p>Production and Publication:</p> <ul style="list-style-type: none"> Compose original, cohesive layouts for yearbook pages using online tools and/or software Construct and take original photos, edit them for composition, assess their impact on page composition, and place appropriate photos on pages Evaluate the impact of, revise, elaborate, and proofread text, images and design elements to ensure a high-quality final product Submit completed pages to the publishing company by the deadline(s) <p>Teamwork and Personal Responsibility:</p> <ul style="list-style-type: none"> Extend and expand mentoring relationships with beginning and intermediate journalism students that encompass all stages of the publishing process Lead, direct, teach and support others through feedback and constructive criticism Plan, prioritize, and implement tasks for each deadline <p>School Community:</p> <ul style="list-style-type: none"> Organize coordination and collaboration with members of the school community to ensure representative coverage of school events and groups Facilitate effective communication with the school community to obtain content for the yearbook 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Different types of historical record-keeping, including Aboriginal oral traditions, and their importance Techniques for creating a visual sense of cohesion within a book Printer’s terms Use of online and/or software design tools Different elements of page composition Use of a digital camera Different types of photo composition and their effects when printed in a publication The different steps required to complete each stage of the publishing process Deadlines for page submissions throughout the school year Personal roles and responsibilities relating to each deadline Legal and ethical aspects of publishing

Big Ideas – Elaborations

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- **Representative coverage** offers a complete, inclusive portrayal of all aspects of a school community. In so far as it is possible, every person, group, event, and activity should be included in the yearbook and be reported on with equal importance.
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- Direct instruction
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- Group discussion and decision-making
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- Experiential learning

Recommended Assessment Components:

- Self-assessment
- Peer assessment
- Performance assessment

Learning Resources:

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