

REGULAR BOARD MEETING AGENDA
Tuesday, May 28, 2019
7:00pm

A copy of the Public Board Meeting Agenda is available on the School District website at:

<http://www.comoxvalleyschools.ca>

Alternately, copies are available on request from Debbie.Page@sd71.bc.ca.

1. **Call to Order**

The Board of Education acknowledges that we are on the traditional territories of the K'omoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.

2. **Adoption of Agenda**

Recommendation:

THAT the Board of Education adopt the May 28, 2019 Regular Public Board Meeting Agenda as presented.

3. **Board Meeting Minutes**

Pg. 1 Recommendation:

THAT the Board of Education adopt the Regular Board Meeting Minutes of April 23, 2019 and Committee of the Whole Meeting Minutes of May 15, 2019 as presented.

4. **Old Business**

5. **Report on In-Camera Meeting – Tuesday, April 23, 2019**

- Personnel

6. **Board Chair's Report – Verbal Report**

7. **Education Committee Meeting Highlights, Verbal Report – May 28, 2019**

Next Education Committee Meeting - No June Meeting

DATE: Tuesday, September 10, 2019 (RE: School Start-Up)

TIME: 6:30 pm

LOCATION: School Board Office, Board Room

Recommendation:

THAT the Board of Education receive this report as information.

8. **Strategic Direction**

A. **Superintendent**

Pg. 9

i. **District News**

Board Information

Pg. 11

ii. **2019-23 Strategic Plan**, Briefing Note, Dean Lindquist

Recommendation:

THAT the Board of Education receive this briefing note as information.

Pg. 66

iii. **School Catchment Areas Pre-Consultations**, Briefing Note, Dean Lindquist

Recommendation:

THAT the Board of Education receive the briefing note as information.

And/or

THAT the Board of Education ask the Facilities Committee to update the Long-Range Facilities Plan in preparation for fall consultations.

iv. **Process for Provincial and Local Negotiations**, Verbal Update, Dean Lindquist

Board Information

B. **Assistant Superintendent**

Pg. 90

i. **Board Authority Authorized (BAA) Course Offerings**, Briefing Note, Tom Demeo

Recommendation:

THAT the Board of Education, School District No. 71 (Comox Valley) approve the updated Board Authority Authorized courses as being presented in the new curriculum format.

Pg. 335

ii. **School Fees**, Briefing Note, Tom Demeo

Recommendation:

THAT the Board of Education, School District No 71 (Comox Valley) approve the attached Fee Schedules for the 2019/2020 school year.

C. **Secretary Treasurer**

Pg. 343 i. **Carbon Neutral Report**

Recommendation:

THAT the Board of Education receive the 2018 Carbon Neutral Action Report as information.

ii. **Student Services**

Pg. 364 i. **Adolescent Health Survey, Briefing Note, Esther Shatz**

Recommendation:

THAT the Board of Education receive this briefing note as information.

iii. **Human Resources**

Pg. 366 i. **Retirements and Recognition**

W2W Milestone Celebration

DATE: Wednesday, June 19, 2019

TIME: 4 pm to 6 pm

LOCATION: Filberg Centre, Courtenay, BC

Recommendation:

THAT the Board of Education receive this report as information.

9. **Board Committee Reports**

Pg. 367 - **Finance Committee Board Report** – Wednesday, May 15, 2019

Recommendation:

THAT the Board of Education receive the Finance Committee Board Report as provided.

Pg. 371 - **Facilities Committee Board Report** – Monday, May 6, 2019

Pg. 373 i. **Annual Facilities Grant - 2019-20 Spending**

Recommendation:

THAT the Board of Education approve the Annual Facilities Grant – 2019-20 Spending Plan as presented.

Pg. 378 ii. **2020-21 Five Year Capital Plan**

Recommendation:

THAT the Board of Education approve the 2020-21 Five Year Capital Plan submission as presented.

Pg. 382

- iii. **Capital Project Updates: Lake Trail and Hornby Island**, Briefing Note, Ian Heselgrave, Director of Operations

Board Information

Recommendation:

THAT the Board of Education receive the Facilities Committee Board Report as provided.

10. **Board Business / Correspondence**

- i. **BC School Trustees Association (BCSTA) Annual General Meeting**, April 25-28, 2019, Vancouver, BC

Board Information

- ii. **National Farm to Feed Conference**, May 15-17, 2019, Verbal Report, Sheila McDonnell, Trustee, Baynes Sound, Hornby and Denman Islands

Board Information

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- iii. Correspondence from Bob Wells, Chair, Comox Valley Regional District re: **Bike to Work Week** – information regarding registration, trip logs and prizes: www.biketowork.ca

Board Information

11. **Public Question Period**

12. **Adjournment**

REGULAR BOARD MEETING MINUTES
Tuesday, April 23, 2019
7:00pm

A copy of the Public Board Meeting Agenda is available on the School District website at:

<http://www.comoxvalleyschools.ca>

Alternately, copies are available on request from Debbie.Page@sd71.bc.ca.

1. **Call to Order – 7 pm**

Present: Trustees

Janice Caton, Board Chair
Tonia Frawley, Vice Chair
Ian Hargreaves
Sheila McDonnell
Kat Hawksby
Michelle Waite
Sarah Jane Howe

Staff

Dean Lindquist, Superintendent of Schools
Tom Demeo, Assistant Superintendent
Nicole Bittante, Secretary Treasurer
~~Lynda-Marie Handfield, Director of Human Resources~~
Candice Hilton, Director of Finance
Geoff Manning, Director of Instructional Services K-12
Ian Heselgrave, Director of Operations
~~Esther Shatz, Director of Instruction (Student Services)~~
Josh Porter, Director, Information Technology
Mary Lee, Communications & Community Engagement Manager
Debbie Page, Recording Secretary

Regrets

Esther Shatz, Director of Instruction (Student Services)
Lynda-Marie Handfield, Director of Human Resources

2. **Adoption of Agenda**

Recommendation:

THAT the Board of Education adopt the April 23, 2019 Regular Public Board Meeting Agenda as presented.

CARRIED

3. **Board Meeting Minutes**

Recommendation:

THAT the Board of Education adopt the Regular Board Meeting Minutes of April 2, 2019 as presented.

CARRIED

4. **Old Business**

- i. Letter / Presentation to the Board, February 26, 2019
Rick Howell, Comox Valley Cycling Coalition Education Committee

Note: Trustee Ian Hargreaves declared a conflict of interest prior to vote.

Recommendation:

REFER to Senior Staff.

CARRIED

5. **Report on In-Camera Meeting – Tuesday, April 2, 2019**

- Personnel

6. **Board Chair's Report – Verbal Report**

- Nick Moore will be stepping down as CDTA President after 4 years – returning to the classroom.
- The Board will begin working on renewing the Indigenous Education Enhancement Agreement (IEEA) in May.
- The Board recently attended a Board Governance Session – looking at district policies and aligning them with best practice.
- Gord Downie & Chanie Wenjack Fund - Legacy Schools Program – Challenge.
- Strategic Planning Meetings – thank you to the public for attending and engaging with the district. Next Meeting: Monday, April 29, 2019; 6 pm; School Board Office, Board Room

7. **Presentation**

Topic: Vaping

Dr. Charmaine Enns, Medical Health Officer (North Island) and
Mr. Scott Riddell, Tobacco & Vapour Prevention and Control Program

- E-Cigarette epidemic in adolescents.
- *Health Concerns:* Nicotine.
- Chemicals in liquid absorbed through lungs, throat and oral tissues – tasteless and odourless – even with brief experimentation can lead to dependency.
- Teens are most at risk due to developing brains – nicotine changes the way synapses are formed, that can last a life time.
- *Brain risks:* decreased attention, impulse control, decision making, cognitive performance, depression, nicotine withdrawal, nicotine dependence, increased risk to use other substances such as alcohol and cannabis.
- *Vaping liquids:* glycerol, flavours, propylene glycol (long term health effects of these substances is unknown).
- Vaping (heating), causes reactions and creates new chemicals such as formaldehyde and acetaldehyde.
- Exposure to heavy metals.
- Batteries may explode.
- Daily e-cig use associated with increased risk of myocardial infarction.
- Increased risk of wheezing and related respiratory symptoms.

Full presentation posted on the school district website:

<https://www.comoxvalleyschools.ca/>

8. **Education Committee Meeting Report – April 9, 2019**

Next Education Committee Meeting:

DATE: Tuesday, May 28, 2019

TIME: 10 am to 12noon

LOCATION: Hornby Island School, 2100 Sollans Road, Hornby Island, BC

Recommendation:

THAT the Board of Education receive this report as information.

CARRIED

9. **Strategic Direction**

A. Superintendent

i. District News

- Dani Lewis, Gr. 7 Brooklyn Elementary School student – will represent BC as reconciliation ambassador at the *Imagine a Canada's National Leadership Workshop and Ceremony* celebrating reconciliation in Winnipeg.
- *Destination Imagination* – Five teams from Comox Valley have qualified for the Global Destination Imaginal finals.
- *Spring Mental Wellness Challenge, 2019* – Entries must be submitted by Midnight, Tuesday, April 30, 2019 – details on the school district website. <https://www.comoxvalleyschools.ca/>.
- *Staples Canada and Earth Day Canada Announce Arden Elementary School in Top 100 Finalists for the 2019 Superpower your School Contest.*

ii. 2018/19 Program Review Recommendations, Briefing Note

Recommendation:

THAT the Board of Education receive the Briefing Note as information.

CARRIED

iii. Consideration of School Catchment Areas, Briefing Note

DATE: Wednesday, May 1, 2019

LOCATION: Cumberland Community School

DATE: Monday, May 6, 2019

LOCATION: Lake Trail School

DATE: Tuesday, May 7, 2019

LOCATION: Huband Park Elementary School

DATE: TBD

LOCATION: Miracle Beach Elementary School

TIME: 6:30 pm to 8 pm

Recommendation:

THAT the Board of Education receive the Briefing Note as information.

CARRIED

- iv. **Creating a Comox Valley Schools Education Enrichment Fund with the Comox Valley Community Foundation, Briefing Note**

Recommendation:

THAT the Board of Education direct the Superintendent to work with the Comox Valley Foundation to establish a Comox Valley Schools Education Enrichment Fund with the Comox Valley Community Foundation, with a one-time investment of \$10,000.

CARRIED

B. Secretary Treasurer

- i. **607 Cumberland Utility Right-of-Way and Land Acquisition Bylaw 2019, Briefing Note**

Recommendation:

THAT School District No. 71 (Comox Valley) 607 Cumberland Utility Right-of-Way and Land Acquisition Bylaw 2019 receive its first reading.

CARRIED

THAT School District No. 71 (Comox Valley) 607 Cumberland Utility Right-of-Way and Land Acquisition Bylaw 2019 receive its second reading.

CARRIED

THAT the Board unanimously agree to suspend the requirements of the School Act and Board's Procedural Bylaw 2017 to have the third reading of the 607 Cumberland Utility Right-of-Way and Land Acquisition Bylaw 2019 at a subsequent meeting.

CARRIED

THAT School District No. 71 (Comox Valley) 607 Cumberland Utility Right-of-Way and Land Acquisition Bylaw 2019 receive its third and final reading.

CARRIED

C. Operations

- i. **Lake Trail School Seismic, Verbal Update**
- ii. **Hornby Island School Replacement, Verbal Update**

Director of Operations Ian Heselgrave gave a verbal update for Board information.

D. Human Resources

i. Retirements and Recognition

W2W Milestone Celebration

DATE: Wednesday, June 19, 2019

TIME: 4 pm to 6 pm

LOCATION: Filberg Centre, Courtenay, BC

Valerie Rybski, Education Assistant, Valley View Elementary School will retire effective June 30, 2019 after 15 years of service with the district.

Ruth Wallace, Education Assistant, Ecole Puntledge Park Elementary School will retire effective June 30, 2019 after 23 years of service with the district.

Dawn Christian, Administrative Assistant, Mark R. Isfeld Secondary School will retire effective June 30, 2019 after 14 years of service with the district.

Lauri Larsen, Library Clerk, Royston Elementary School will retire effective June 30, 2019 after 3 years of service with the district.

Pamela Twin, Teacher, Cumberland Community School will retire effective June 30, 2019 after 21 years of service with the district.

Ron Wilton, Grounds Equipment Operator, Grounds Department will retire effective June 30, 2019 after 33 years of service with the district.

Garry Gordon, Education Assistant, G.P. Vanier Secondary School will retire effective June 30, 2019 after 18 years of service with the district.

Jocelyne Steele, Education Assistant, Ecole Robb Road Elementary School will retire effective August 31, 2019 after 19 years of service with the district.

Shelley Kean, Administrative Assistant, Indigenous Education will retire effective August 31, 2019 after 4 years of service with the district.

Recommendation:

THAT the Board of Education receive this report as information.

CARRIED

10. **Board Committee Reports**

- Finance Committee Board Report – Monday, April 15, 2019

Recommendation:

THAT the Board of Education receive the Finance Committee Board Report as provided.

CARRIED

Recommendation:

THAT the Board of Education receive the Budget Committee Board Report as provided.

CARRIED

11. **Board Business / Correspondence**

i. **Committee of the Whole Meeting** (Open to the Public)

DATE: Wednesday, May 15, 2019

TIME: 6 pm to 8 pm

LOCATION: School Board Office, Board Room

Agenda:

- Budget
- Program Reviews

Board Information

ii. Letter from Minister Rob Fleming, Ministry of Education, to All Boards of Education, April 12, 2019 re: **Long-Range Facilities Plans (LRFP)**

Board Information

iii. **Scheduling Trustees at Meetings**, Verbal Report, Michelle Waite, Trustee, Lazo North

Board Information

iv. **Meet 'n Greet with Local Municipalities**, Verbal Report, Janice Caton, Board Chair/Trustee, City of Courtenay

Recommendation:

THAT the Board of Education invite elected officials from the City of Courtenay, Town of Comox, Village of Cumberland and Comox Valley Regional District to attend an informal meeting to discuss common interests.

CARRIED

v. **Tribune Bay Outdoor Education Society**, Verbal Report, Sheila McDonnell, Trustee, Baynes Sound, Hornby and Denman Islands

Board information

vi. **Vancouver Island Circle First Nations PVP Retreat**, Briefing Note, Ian Hargreaves, Trustee (Puntledge/Black Creek) and Kat Hawksby, Trustee (City of Courtenay)

Board Information

vii. **Municipal Survivor Climate Challenge, Comox Valley Regional District**

Board Information

12. **Public Question Period**
13. **Adjournment – 8:55 pm**

DRAFT

COMMITTEE of the WHOLE MEETING
Public MINUTES
Wednesday, May 15, 2019; 6:00pm

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1. Call to Order – 6:05 pm

Present: Trustees

Janice Caton, Board Chair
Tonia Frawley, Vice Chair
~~Ian Hargreaves~~
Sheila McDonnell
Kat Hawksby
Michelle Waite
~~Sarah Jane Howe~~

Staff

~~Dean Lindquist, Superintendent of Schools~~
Tom Demeo, Assistant Superintendent
Nicole Bittante, Secretary Treasurer
Lynda-Marie Handfield, Director of Human Resources
Candice Hilton, Director of Finance
~~Geoff Manning, Director of Instructional Services K-12~~
Ian Heselgrave, Director of Operations
Esther Shatz, Director of Instruction (Student Services)
Josh Porter, Director, Information Technology
~~Mary Lee, Communications & Community Engagement Manager~~
Debbie Page, Recording Secretary

Regrets

Sarah Jane Howe
Ian Hargreaves

Dean Lindquist, Superintendent of Schools
Geoff Manning, Director of Instructional Services K-12
Mary Lee, Communications & Community Engagement Manager

2. Strategic Direction

- Secretary Treasurer

i. 2019-20 Annual Budget Recommendations, Nicole Bittante

Secretary Treasurer Nicole Bittante spoke to the 2019-20 Annual Budget recommendations briefing note as provided for Board information.

Public Question Period

Adjournment – 8 pm

BRIEFING NOTE

TO: Board of Education

DATE: April 23, 2019

RE: *District News*

There are many, many things to celebrate daily in our schools. We encourage anyone with news to send items to debra.page@sd71.bc.ca so that monthly we can honour all that our schools do to support the community and world.



Congratulations to the Comox Valley Strikers U18 Girls Volleyball Team

Winners of the Provincial Volleyball Championship held Monday, April 22, 2019, Richmond Olympic Oval

Strikers include:

Highland Secondary School:

Georgia Veale, Lea Waeber

Mark R. Isfeld Secondary School:

Ellie Bonar, Soren Caine

G.P. Vanier Secondary School:

Makayla Thexton, Mia Landry, Gracie Walls



Highland Secondary Students – Incredible Send-Off

Since 2007, Tinney Davidson has been waving to kids on their way to school and soon she will be moving. To show their appreciation, students from Highland marched to her home after school carrying signs and homemade hearts to decorate her lawn. They each blew her a kiss and gave her a wave goodbye.

Video:

<https://www.comoxvalleyrecord.com/news/comoxs-waving-granny-gets-incredible-send-off-from-highland-secondary-students/>



Flash Forward Incubator Program

Sixteen students representing three secondary schools showcased their compelling photography artwork in the province's elite arts festival. The program is designed to give students early recognition in their careers as artists and to support educators in their efforts to offer hands-on learning experiences.



Student participants – website *link*:

<https://www.comoxvalleyschools.ca/apps/news/article/805011>

G.P. Vanier Secondary School: Kenisha Anderson (*The Protector*), Desi de Koninck; Allie Desmet (untitled, doorway), Danielle Egilson; Emilie van Holderbeke; Shane Martynuik; and Isabella Schmidt

Mark R. Isfeld Secondary School:

Belen Quiles; Vozmediano; Camryn Hansen; Joel Black; Kaiya Cross; Solana Supplie; Sydney Brown; Yuna Fuguhara

Highland Secondary School:

Jessica Gui; Philipp Lettenberger



Comox Valley Schools Partnerships with Courtenay Fish and Game Club

Comox Valley students were introduced to the sport of archery recently as part of the National Archery in Schools Program aimed at improving educational performance among elementary and secondary students. The archery unit was offered through physical education classes at two community schools: Lake Trail Middle and Cumberland Community School.

Archery is recognized as an activity that does not discriminate based on popularity, athletic skill, gender,

size or academic ability. Students learn focus, self-control, discipline, and patience, all of which are valuable lessons required to be successful in the classroom and in life.

Valley Teacher Receives Prime Minister's Award for Excellence in STEM Education

Congratulations – Kara Dawson, Information Technology Support Teacher. Kara has been awarded a Prime Minister's Award for Teaching Excellence in STEM, Certificate of Achievement. The award is to honour outstanding Science, Technology, Engineering and Mathematics (STEM) teachers at the elementary or secondary level who keep students engaged in STEM learning and help develop the culture of innovation now and into the future.

TO: Board of Education **DATE:** May 28, 2019
FROM: Dean Lindquist, Superintendent of Schools
RE: 2019-23 Strategic Plan

Background

The Board's SD71 2015-18 Strategic Plan concluded in December. The process for developing a new 2019-23 Strategic Plan is well underway with consultations completed.

Two staff consultations were held:

- Monday, April 8, 1:00 pm to 4:00 pm, School Board Office, Board Room
- Thursday, May 8, 4:00 – 6:30 pm, School Board Office, Board Room

Two public consultations were held:

- Tuesday, April 23, 1:30 – 4:30 pm – School Board Office, Board Room
- Monday, April 29, 6:00 pm – 8:30 pm – School Board Office, Board Room

Approximately 30 staff attended the staff consultations and about 25 parents and community members attended the community consultations.

A survey was also placed on the district web page to provide staff, parents/guardians and community members to participate in this important consultation process.

The data collected at the consultations and from the survey is attached for trustee information. This data will also be placed on the district web page.

Implications

The next step in the process is for Trustees to meet and along with Senior Leadership, build out the 2019 – 23 strategic plan. Once the *draft* strategic plan is developed it will be placed on the district web page to enable feedback from staff, students, parents/guardians and community.

The anticipated timeline is to approve the strategic plan at the June 2019 public board meeting.

Recommendation

THAT the Board of Education receive this briefing note as information.

Comox Valley Schools Strategic Planning Focus Groups Notes

April 8, 29 & May 9, 2019

Vision Statement: A learning community that embraces diversity, honours relationships and prepares all learners for a changing world.

Likes:

Prepares all learners
Diversity – has changed since were in school
Relationships – are key
Learning community – for both students & adults very inclusive for all
Very to the point – embracing diversity/relationships
Challenges to a changing world
Inspires to honour relationship

Changes or Ideas:

Who is part of the learning community? Is everyone involved? – Can this be added to the vision?
Can we define and embrace at a larger level?
Does our statement objective work to be “Who we are?”
By including everyone will we miss someone.
Anyone will understand our vision statement
Prepare to Empower
Needs to be less vague, language to be more bold and direct
Vision statement to be aspirational
Best learning environment should be focus – feel like “prepares all learners for a changing world” is not always achieved
Needs to inspire students – inspire confidence and desire to be engaged actively rather than just self-invested
Include Indigenous in statement - being inclusive of all
Broad Statement – lip service to Indigenous people
Sounds passive
IEC and School Board should share expenses
Culture and language (local language)
Teaching all children to be successful in the changing world – currently students have to choose between culture and education
Reconciliation is a shared responsibility
Strong community relationships built on trust. Shared responsibility and accountability
Empower them and provide a safe learning environment so every child feels safe to take educational risks
Responsibility for environment – stewardship leads to global awareness and climate action sustainability
Equitable access to resources and supports
Commitment to reconciliation with first name
Foster innovation, creativity, problem-solving and critical thinking for the students and the system

Prepares all learners for a changing world

not accurate currently

parameters are too narrow

we are not identifying disengagement early enough

shift in thinking – what is the learning community? – Needs to be consistent – too much faith in the statutory/learning requirements

who do we partner with?

Who's vision is this?

The School Board

The District as a whole: teachers, students, community members, interested partners

Embracing diversity is a priority

Honors relationship – too vague

Current statement is good but needs more “umph”

Like reconciliation. We need to understand the history they “why”

Its understanding yesterday that will help fix and prepare for tomorrow

“To engage in collaborative, equitable practice that cultivate life long learners who model empathy and compassion towards others and the world.”

“A Learning community that celebrates diversity, foster relationships and empower all learns to make a positive impact on the world.”

“An inclusive learning community that embraces diversity, fosters relationship and empowers all learners to have a positive impact on the word.”

“Preparing and celebrating all learners in a changing world.”

“Graduates with critical thinking skills”

“A learning community that embraces diversity, honours relationships and empowers learners to face the challenges of a changing world”

“Positive participants in a changing world”

New words: Empower, foster, embrace, celebrate, collaboration and equity, positive impact on the world, creating culture, respect, environment,

Mission Statement: To work with out educational partners to develop responsible, compassionate citizens and successful, lifelong learners.

Does it have to be educational partners? Or can it be community?
Does it develop relationships? Diversity?
Be more explicit about the mission
Who is the “our” could it be rephrased?
Still passive – old language
Take out educational partners
Life long learners
Environmental aspect
Core competency
Curiosity / courage
Lacks reference to sustainability and/or environmental stewardship and/or social responsibility – Needs a shift in thinking
“the school district is committed to....” Is good starting language
Language lacks precision, bold element
Who are the “educational partner”? is this meaningful?
Sounds stagnant – needs inspiration and reference to ever-changing world
Remove “successful” and replace with “engaged”, lifelong learners
Like “to develop responsible, compassionate citizens” with reference to sustainability and/or enviro stewardship and/or social responsibility
“Partners” sounds like we are equals and in untrue
Reference to “educational excellence” is missing from vision and mission statement – not the only priority, but should be included
Empower is a good word
Education Partners – who are they?
Too vague
“Successful” grad rate down
Purpose – Truly honouring ALL relationships
What is success – whose definition
Lifelong learner can feel like a noose around a neck of a child
What’s worth knowing and who decides?
Need reconciliation
Empower – community partnership – what can a community do on it’s own
Lets just concentrate on educating students
Global citizen view, inclusive vs exclusive
Self-efficacy, critical thinking, belief in self
Connection to community and learning
Flip so that it is first about the children and then about educational partners
Active participants, Inquisitive, Learning form our mistakes
Keep responsibility, compassion
Self awareness
Inclusion, Innovative, Inquisitive
To guide learners

“Sharing responsibility with our community cultural partners to acknowledge the past and collaboratively find a way forward together towards educational excellence”

“Within our learning community we enable collaborative learning cultivating creative and critical thinking, communication skills and social responsibility.”

“To work collaborate with community partners and to engage in collaborative equitable practices that develop life long learners that model empathy and compassion for others and the world.”

“To cultivate a collaborative global community and inspire engaged compassionate, confident life long learners.”

“Develop responsible, global citizens through engagement of life long learning.”

“Inspiring our learners to be responsible, compassionate, discerning global citizens”

“To guide learners to be innovative, inclusive, inquisitive, compassionate, global citizens with all of those who support them”. (make it obvious that families need to be part of it)

Values and Beliefs

Agree with all of them and the order

- #1) Trusting relationships based on respect, integrity and ethical behaviour
- #2) Commitment to reconciliation with Indigenous people
- #3) Innovation, creativity, problem solving and critical thinking
- #4) Environment that motivates and engages learners
- #5) Accountability and shared responsibility
- #6) Celebration of accomplishment
- #7) Embracing diversity
- #8) Inquiry mindset
- #9) Vulnerability
- #10) Supporting staff so they can support students
- #11) Growth mindset
- #12) Joy of learning

- #1) Trusting relationships based on respect integrity and ethical behaviour
 - Missed the mark in past -but what we hope for
 - Respectful
 - Equity

collaboration

#2) An environment that motivates and activity engages learners

Growth mindset

Inquiry

A framework that intrinsically motivate and empowerment and active engages learners

#3) Innovation and Creativity

#4) Strong partnership, especially between home and school

#5) Celebration of learning and growth

#6) Fun, joy in learning

#1) Strong partnership, especially between home and school

#2) Open and transparent communication

#3) Commitment to reconciliation with Indigenous people

#4) Responsibility for environmental stewardship

#5) Creativity, problem-solving and critical thinking

#6) Accountability and shared responsibility

#7) Trusting relationship based on respect, integrity and ethical behaviour

#8) An environment that motivates and active engages learners

These are in no order of ranking:

#1) Trusting relationships based on respect, equity, integrity and ethical behaviour

#2) An environment that motivates, inspires and actively engages all types of learners

#3) Strong community partnerships, especially between home and school

#4) Commitment to reconciliation with First Nations

#5) Responsibility for environmental stewardship, global awareness and climate action sustainability

#6) Inclusive response to diverse needs including equitable access

#7) Promotes innovation, creativity, problem-solving and critical thinking

#8) Safety of children physically and in their learning environment

#1) Trusting relationships based on respect, integrity and ethical behaviour

#2) A learning community that motivates and actively engages learners

#3) Strong community partnerships especially between home and school

#4) Accountability and shared responsibility with open and transparent communication

#5) Commitment to reconciliation with First Nations

#6) Global awareness and climate action sustainability with environmental stewardship

#7) Inclusion, innovation, equity while embracing diversity

#8) Innovation, creativity, problem solving and critical things and celebrating those successes

#1) Accountability

#2) Global awareness and climate action sustainability

#3) Trusting relationships based on respect, integrity and ethical behaviour

#4) Open communication between all educational partners

#5) Recognizing the importance of the Indigenous ways of learning

#6) Innovation, creativity, problem solving and critical thinking

#7) Embracing diversity and inclusion

#8) Create a safe environment

- #1) Safe environment that motivates and actively engages learners
 - #2) Social responsibility
 - #3) Global awareness and environmental stewardship
 - #4) Encouraging and valuing all voices
 - #5) Equitable access to inclusive resources and supports
 - #6) Strong partnerships, specially between home and school
 - #7) Celebrate individual, professional and organizational growth
 - #8) Trusting relationship based on respect integrity and ethical behaviour
-

Priorities

Education Evaluation:

- Innovation, flexible delivery models
- Using the way, we teach pedagogy – instructional should reflect the way the world is today – evolving
- More early learning and intervention, connections with families and community
- Environmental stewardship
- Indigenous Learning
- Competency – based education skills-social, emotional, communication
- Inquiry based learning
- Reconciliation
- Integrate blended learning
- Flexible education
- Include environmental and social responsibility
- Indigenous reconciliation - TRC Calls to Action
- Striving for learning opportunities for all
- Ditch evolution

Community Engagement:

- Tie engagement to reconciliation
- More community interactivity between community and students
- Purposeful relationships with community
- Diversity and Inclusion
- Education for parents – webinars / tutorials
- Active connections to community
- Cultivate and support community engagement
- Accountability need to fit in
- Share success with community partners to create a positive, supportive environment

Organizational Sustainability:

- Creation, maintain of positions to aid in stewardship/reconciliation
- Equitable access to resources and support

Organizational Stability to accept financial, human, physical resources in order to support student learning.

Support Staff to support students to evolve education, embrace diversity and grow as a learning organization

Supporting mental health – Mental Health Days – Wellbeing Days

Reframe – Environmental framework

Look at student paces that promote sense of belonging – connection

Remove cusses replace with learning

Creating a culture of openness, trust and respect

Embracing Diversity:

Collaborative – learning together for all

Indigenous connections – reconciliation – learning

Building capacity

Growing as a Learning Organization:

Collaboration

Inquiry and growth mindset

Building capacity

Equitable Access:

To provide resources for inclusion

Action – staff is support

Creating school environments that provide equitable distribution of students for effective teaching and learning

Fostering collaborative learning cultures

Learning communities that intrinsically inspire growth

Succession Planning

Global Stewardship

Respect for diversity and think critically about our world

Accountability

Environment

Preparing students for the challenges of an uncertain future

Student Health and Wellness

Physical health – nutrition, active lifestyle

Sexual health education

Emotional health/mental health

Goals

- #1) Read, write regulations... Numerate, literate, regulate and reconciliation
- #2) Appropriate interventions at the right time
- #3) Growth as an organization – communicate, listen to understand – create opportunity for staff to collaborate, model inquiry at all levels. All levels of staff are equal and have a say in the growth
Create and support innovative practices and learning environments

Comox Valley Schools Strategic Planning Survey

1. My affiliation with Comox Valley Schools is as a:

Number of respondents : 120

Choice	Total	%
student	3	2.50
parent/guardian of a child	90	75.00
employee	6	5.00
community member	21	17.50

2. I have reviewed the 2015-2018 Strategic Plan.

Number of respondents : 120

Choice	Total	%
Yes	100	83.33
No	20	16.67

3. In your opinion, is the Vision Statement reflective of our community and our schools?

Number of respondents : 120

Choice	Total	%
Yes	91	75.83
No	29	24.17

Are there any changes to the vision statement that you think should be made to make the statement more relevant? (e.g. global awareness, environmental consciousness, responsibility, inquiry, critical thinking, etc) In one sentence write what you believe the Vision Statement should say or identify phrases or ideas that you believe should be part of the district vision.

15 : The vision statement is so vague and formulaic, it could mean anything,

26 : A community working together to support the success and well-being of all our students.

62 : Partly I would like to see sustainability in there somewhere - in the delivery of programs, practices in the district, and teachings (empowering students to tackle the environmental issues we have).

84 : Building a collaborative learning community that values and honours the diversity of all people in preparation for an ever changing world.

106 : I think environmental stewardship as a principle for how we will make choices should be reflected here. i also think we could expand ever so slightly on the ways the world is changing to then reflect how we will prepare students for that in the rest of the strategy.

108 : I wouldn't change it, I just don't think our school is necessarily living up to it.

136 : A supportive learning community that embraces diversity, honours relationships, fosters respect and responsibility and prepares all learners for a changing world.

157 : At this time the statement is ahead of the buy in. Many teachers still work in an old modality and prepared students for for memory knowledge rather than inquiry, creative interactions or teamwork based problem solving. These new skills will superceded rote knowledge in preparation of our kids and their readiness for our new world.

199 : addition of words such as 'safety', 'trauma informed', to reflect the increasing mental health needs of students and families.

200 : I do think a commitment to looking at the broader world would be a good inclusion.

212 : Preparation; respect; diversity; compassion

279 : community partnerships

285 : perhaps add an end date so you can review your vision statement at that time to see if you are reaching goals?

300 : and actively contributes to the community at large by focusing on being good stewards of our planet.

315 : It is difficult to include everything in a vision statement if it is meant to be succinct (like the current statement is). I like 'for a changing world' as it encompasses many of the ideas you have included in the example blurb above (i.e. environmental consciousness, global awareness, etc.)

333 : A learning community that embraces diversity, honours relationships, promotes environmental consciousness, encourages critical thinking, and prepares all learners for a changing world.

385 : The Vision Statement is strong and good but it does not reflect reality. There is not enough support for ELL learners and their families; there is not enough LST support for learners who need extra support in order to meet their potential; students are falling through the cracks as there is not enough LST to assess students, provide early

intervention, support learners with learning difficulties and special needs etc. There is an assumption that all of our parents are literate but they are not; there is little acknowledgement of cultures beyond the dominant culture and growing interest, respect for and understanding of indigenous culture - what about immigrants from Asia?

386 : critical thinking, environmental consciousness

395 : A fair education for all. I believe there is not diversity for all.

398 : We need information about communicable disease and are new and current students vaccinated. Who will be responsible for this?

404 : The Mission statement should be the product of an inclusive, in depth process which engages everyone in the community to be involved in discussions about the role of schools in their community. Who owns public schools if not the community? 'What's worth knowing and who decides?'

410 : I would love to see more environmental initiatives & Sexual health Education. I do think there is ALOT of good too!!!

412 : Mental Health is an ongoing issue among young people; more focus on strategies and tools that supports mental well-being needs to be taught in the school environment.

Sexual education needs to be carried through to grade 12. Currently there is no sexual health education after grade 10 which is before most students are sexually active.

435 : No one cares about updating to reflect current 'buzz words'. Change what is happening inside the classrooms first. Otherwise this all just a bunch of talk. You have kindergarteners doing colouring sheeted every morning as curriculum. (What?) yup. And children told to 'color inside the lines-minimum 5 colors' How about though do something about that first!!!!

436 : We need to emphasize schools as a safe environment and in terms of sexual assault, the school system (both within schools and when students are away from schools but still together) is anything but with the climate of secrecy that the school district has built around this situation. It's time to shine a light on the situation and bring safety up to the forefront.

455 : You require pre registration for community engagement and then you limit the number who can attend? This does not honour a relationship with the community. There are other venues than the board office.

463 : I like the words "embrace diversity" however, the reality existing in the current SD system does not reflect the vision.

472 : Strengthens personal identity and cultivates social responsibility

495 : I would like to see environmental consciousness as part of the vision statement.

502 : A learning community that fosters a sense of belonging by recognizing diversity, meeting all student learning needs, is supportive of the staff and encourages students to be life long learners and have employable skills.

510 : Not sure if it should be in the vision statement, but I feel there is a strong need for our children to strive for higher moral and ethical standards, and this crosses boundaries in so many capacities, including the environment, our communities, future careers, use of technology and interpersonal relationships.

543 : Vision statements, as a rule, are fluff and generally a waste of the time it took to craft them. It is, however, important to set key strategic goals and identify the methods and means by which to achieve them.

558 : It is a strong vision statement, however, I feel it should be expanded to include "a globally-aware learning community that embraces diversity, honours relationships and prepares adaptable learners for a changing, environmentally vulnerable world.

576 : All of the items in the examples above sound important! Many kids don't get the support they need.

582 : More hands on learning so students are better prepared and educated for after graduation, especially in the

area of trades so that students can get better jobs out of highschool.

587 : Teaching drug and alcohol abstinence program towards youth puts kids at higher risk of overdose and increases stigma. It is well know that kids are going to experiment. A more compassionate approach that teaches kids about addiction and how drugs and alcohol affects the body would increase knowledge and power when making these decisions. Children living in homes where addiction is present is conflicting when they hear that people who use substances are 'bad'. This worsens stigma instead of providing support.

588 : Add critical thinking and importance of building social and emotional intelligence.

606 : Oh wow, yes all of the examples you gave would be fantastic (global awareness, environmental, responsibility, inquiry, critical thinking), but I think it's captured well with 'prepares all learners for a changing world'. I'd love the word 'resilience' in there as that's a critical life skill to be able to handle much more. Personal resilience?

632 : sex Ed, boundary changes, reducing school capacity

633 : What does that even mean? To me it is just vague trending words strung together to mean everything yet nothing at the same time.

694 : Based on the amount of accounts I hear about bullying I feel there is a profound disconnect between the stated values and their on the ground application in schools. Too much bullying is going on in the high schools with little to no consequences. The School Board turns a blind eye. A document of strategic plans that does not acknowledge a strategy on how to root out and tackle the corrosive and toxic effects of bullying is a failure of vision and a failure of foresight on from the school board and the stakeholder who created this plan. I am angry and outraged to hear about a child being assaulted into unconsciousness on her way to school and the school board has not made a statement, has not assured students they are taking action and has not stated they are cooperating with police to the fullest in order to find the assailants.

701 : There should be no bullying period. If there is a bullying pull them from the school. This can't continue to happen

703 : I wish that the schools followed through on this. Words are great but action is needed to make it true.

741 : I like the emphasis on diversity but/and I would focus that on diversity of learners and seeing different learning styles as opportunities instead of challenges. I value the examples identified above, but it seems the statement "prepares all learners for a changing world" reflects those specific examples. I'm not sure what is meant by "honours relationships" - it doesn't create a clear message to me.

744 : Global awareness and environmental consciousness ! We have students who don't know what the word Climate Change means. The district vision needs to reflect our changing world (as perviously stated in the 2015-2018 Plan) with direct reference to the environment.

750 : A learning community that embraces diversity, honours relationships, challenges educators and learners towards excellence, and prepares all learners for a changing world.

752 : I support the wording of the vision statement. However, I do not feel that it is reflective of what is actually happening. I feel that we could improve programming options to better prepare our learners for a changing world. In particular, it would be worthwhile to look into more work prep programs that are suitable for students with diverse learning needs.

756 : It does encompass what every school does. However, we need to teach our students realistic inquiry, critical thinking AND hands on, project based learning. Set our visions above others districts.

811 : Encourage critical thinking (as this best enables people to prepare for lifes challenges

841 : It is still somewhat current but it lacks inspiration. I would hope that our district's vision includes inspiring our

students.

4. Is the Mission Statement still current for meeting the needs of our students?

Number of respondents : 119

Choice	Total	%
Yes	88	74.58
No	30	25.42

Why not?

15 : It's incredibly vague. Who are the education partners? What does it mean to be a successful lifelong learner? Especially when we're not even teaching kids how to read properly

62 : Partly, what about adding adaptable or resilient?

84 : To create a collaborative learning environment for all students that is progressive, socially conscientious, and that encourages community.

136 : I feel the mission statement is correct but we as a community are not fully creating responsible, compassionate citizens. There is no accountability and children are getting away with disrespectful behaviour and not meeting deadlines and there seems to be no consequences.

148 : A statement is required about innovation being the driver of preparing learners for a changing world and the driver for embracing diversity of learning styles at both elementary and secondary levels.

212 : Define "successful." It's too ambiguous. Who are the educational partners? What are these students' needs? Are we really meeting them? Do we actually teach children and youth in the way they need to be taught as individuals? What else do they get from school? Do they learn about social responsibility? What about employees? Are they valued?

279 : broader community partnerships/ involvement

300 : who work diligently towards contributing to the well-being of our citizens and planet.

313 : There is still difficulty for parents of children with exceptional challenges who feel that their children only get to attend half days or asked to stay home when no EA is available.

333 : Somewhat. See comment below.

385 : It is hard for students to be compassionate when they do not have their basic needs met such as food, clothing, and feeling safe. Many students cannot be successful without additional support - mostly LST type support. Many students cannot see beyond now: they do not easily understand what their choices are and what their future might be like.

395 : Success is not on a fair playing field.

398 : We as Elders do not have enough information regarding how First Nation students are doing in school e.g. School grades, do they keep up with other students, etc.

404 : How are students involved in decision making about their schools and their communities? Does every school, elementary and secondary have an elected student council who can relate their issues within the school and directly to their elected trustees?

412 : the plan needs to include a focus on the impacts of social Media and sexual health

415 : The Board of Education often refers to parents as "stakeholders". We are not stakeholders, we are parents. This word feels like a term that a corporation would use, not a system that is invested in the education of children. They are children, not commodities on the TSX. We don't need branding, we need a Board that values parent input, albeit small at best, for the parents who are engaged, it's those parents who are interested and willing to do the

work in partnership with the Board, teachers and support staff, to realise the Mission Statement.

435 : Because that's not what is happening. Kindergarteners are not being supervised going to and from the class to the bus! How about safety as a priority. (Cumberland school has failed on this)

444 : I would change educational partners to whole community.

455 : But you have to walk the walk. Community engagement sounds nice but they way you are going at it is turning off interested citizens.

463 : I would prefer to see the mission statement identify students as the central part of the mission statement rather than educational partners. While working with educational partners is a lofty goal, meeting the needs of students needs to be the central theme rather than educational partners.

468 : To me, the importance of the mission statement should focus on the student rather than working with educational partners. The students need to be the central point of the mission statement.

507 : needs a "maybe" option. The mission could include something about critical thinking, or thoughtfulness, and leadership. Now, more than ever, we need our youth to have the skills to separate truth from fiction, and make well thought out choices for themselves - and the rest of the world.

510 : Could add the word "engaged" for citizens...

558 : To work with our community and our educational partners to develop responsible, compassionate students who are successful, lifelong learners and active global citizens.

576 : Who are our educational partners!?

582 : The mission statement sounds great but I don't see it actually happening.

588 : Prepared for a changing world; incorporate happiness/joy and more emphasis on teaching organizational skills

633 : We are lacking clear and concise language to communicate.

686 : Students still are spending the majority of their time in desks in rows. We need stronger relationships with community organizations, North Island college, and K'omoks First Nation.

694 : "To work with our educational partners to develop responsible, compassionate citizens and successful, lifelong learners"

Again if the degree of bullying and aggression is true. if it is true administrator are turning a blind eye. If it is true there are no consequences then this mission statement is a lie.

703 : It NEEDS to be true!

744 : Creating Responsible and compassionate citizens takes a lot of work. Teachers and administrators need plans for dealing with behaviours that contradict this statement, and then the plans need to be enforced.

Increasingly I see students being disrespectful, not only to peers, but to teachers/staff.....and the consequence is to play in the principal's office during lunch. How is that meeting the needs of the student?

752 : As above, it is not the wording necessarily, but the implementation that needs further reflection. Adjusting programming options might better meet the diverse learning needs within the district.

783 : I do not feel the word 'successful' fits. Perhaps 'engaged lifelong learners' would be better?

841 : I think that it is still somewhat current, but again lacks inspiration. I would hope that our district's vision includes inspiring students to become engaged members of society.

5. Does the Mission Statement communicate what is most important for our students to be successful after finishing high school?

Number of respondents : 116

Choice	Total	%
Yes	83	72.17
No	32	27.83

Why not?

15 : They will need real life skills, not vague platitudes

62 : see above :-)

84 : Lacks cultural perspective. What does success mean?

106 : I think the mission shares a couple of the outcomes we want in our student graduates to have (responsible, compassionate) but it is very limited in scope - I would love to see words like innovative, curious, entrepreneurial, creative, environmental advocates etc included.

124 : i Think it's important to highlight the need for high school graduates to have career direction and have some employable skills

148 : With climate change being an imminent threat to our children's future, innovation is urgently required both in our educational system and in the children that will be facing this threat their entire lives.

157 : So the statement is great yet I don't believe the current system does a good job of promoting lifelong learning or compassionate citizens. We can see the effects of an alienated population through the suicide rate, anxiety and depression of the youth population. A much greater effort to making education personally meaningful and integrated with community building and social/mental health tools should really supersede content. The new curriculum further supports a newer vision of personally meaningful focus.

212 : It's bland, boring and simply repeats what other schools have said. I'd love to hear something new. What about words like innovate, engage, interact. We're losing these things with the advent of technology, most particularly phones. How does the district address this loss?

300 : No, as it does not emphasize the role and contribution of students to the community.

333 : Numerous reports from students who have graduated show that they are not fully prepared for university life. We could do more to help them make the transition from high school to further education.

385 : Students do not care who the educational partners are.

Maybe ask a Secondary English teacher but I think that the grammar/punctuation is off. It sounds like the district is working on two separate streams of learners the responsible, compassionate citizen stream and the successful, lifelong learner stream.

386 : we want to produce independent critical thinkers

398 : I am not sure what type of encouragement do they get at home and school. From grade one to gr 12. How or who encourages them to go on to be lawyers, teachers etc.

404 : We live in a rapidly changing world which in some respects is in crisis. Students should be helped to decide what skills are important to them and not be the subject of artificial criteria imposed by e.g. F.S.A. scores, universities and the provincial government

435 : Changing world? Whose even know how things will go. What a silly statement that means nothing.

444 : I would say that there are other outcomes along the way. Why only focus the mission on after high school? The work of the district is to create positive outcomes for children and youth at each stage of their journey.

455 : How are students involved with the SD and heir school? Student council? Class meetings? A student on the school board? What you do speaks so loudly we can't hear what you say!

463 : Again, the focus of the mission statement of the public system needs to reflect the successes within the system rather than worrying about what happens at completion. I understand the intent in fostering life long learners but am not convinced that this goal is the responsibility of the public education system. I am a life long learner and this motivation comes from within me and my family background. The school system supported this but was not the driving force.

468 : I really don't think SD 71 mission statement needs to be concerned about successes after high school. I believe we need a mission statement that focuses on actively engaging the students in order to foster lifelong learners.

495 : I think so.

502 : What does SD71 consider in their definition of success after high school. My definition of success after high school is a student who has confidence and clarity in their skills, has learned and experienced their community locally, and globally. A student who has a solid understanding of the foundations of math, english, reading, writing, keyboarding and another language. A student who can graduate, be employable or start their own business, or continue their education.

507 : see above.

511 : I suggestion of inclusion of critical thinking.

553 : I do not believe that the new curriculum does ensure successful university students or employees. But that is my opinion

558 : I feel it is very important to be preparing students to be flexible and adaptive citizens that seek out connections in an increasingly unstable and socially disconnected community.

588 : See above

595 : Need to implement Sexual Education in schools and high schools

612 : I think we also need to cultivate a generation that can learn the skills to adapt to a rapidly changing world.

632 : maybe ... a mission statement is one thing doing it is another

633 : We are currently in a consequence free school environment where students can be inquiring based learning of whatever tickles their fancy, so nope. These kids will suffer when they try to work or continue on with their education.

686 : I appreciate the mission statement but unfortunately the school system has a long way to go to prepare our kids. We would like to see Greater energy and investment into transitioning students to post secondary and into adult life. There is opportunity with career life education curriculum- use it!

703 : Just words. Kids need to feel safe at school. Accountability is needed!

716 : It does not define success, not does it speak to how you will work with educational partners. Have you considered adding the word empowering partners and students.

736 : compassionate confident motivated goal setting successful lifelong ambitious learners could be added.

744 : Well, yes, IF we are actually able to develop responsible, compassionate learners, THEN the mission statement reflects what is important after high school.

750 : The idea of 'responsible' and 'compassionate' citizens is excellent but incomplete. Citizens also need to be well-informed (and know how to become so), diligent in their work and home lives, capable of self-control.

783 : Same as above. Engaged lifelong learners implies success, but says it in a more positive way.

841 : Same as above.

6. Using the above value statements and a list of an addition 10 value statements considered by the Board of Education and are in the table below, please rank the top 8 that you believe to be the most important and are representative of the district (1 being the highest and 8 being the lowest). You may also include your own value statements and write in the space provided in the table below.

Number of respondents : 107

Values and Beliefs you believe should be

Number of respondents : 7

Choice	Total	%
1	0	0.00
2	0	0.00
3	1	14.29
4	1	14.29
5	1	14.29
6	2	28.57
7	0	0.00
8	2	28.57

Trusting relationships based on respect, integrity and ethical behaviour

Number of respondents : 71

Choice	Total	%
1	31	43.66
2	8	11.27
3	7	9.86
4	6	8.45
5	7	9.86
6	3	4.23
7	4	5.63
8	5	7.04

An environment that motivates and actively engages learners

Number of respondents : 74

Choice	Total	%
1	25	33.78
2	19	25.68
3	5	6.76
4	4	5.41
5	6	8.11
6	3	4.05
7	4	5.41
8	8	10.81

Innovation and creativity

Number of respondents : 27

Choice	Total	%
1	1	3.70
2	6	22.22
3	3	11.11
4	7	25.93
5	4	14.81
6	1	3.70
7	4	14.81
8	1	3.70

Strong partnerships, especially between home and school

Number of respondents : 61

Choice	Total	%
1	5	8.20
2	9	14.75
3	10	16.39
4	5	8.20
5	6	9.84
6	10	16.39
7	10	16.39
8	6	9.84

Accountability and shared responsibility

Number of respondents : 52

Choice	Total	%
1	2	3.85
2	3	5.77
3	13	25.00
4	7	13.46
5	5	9.62
6	6	11.54
7	6	11.54
8	10	19.23

Individual, professional and organizational growth

Number of respondents : 28

Choice	Total	%
1	1	3.57
2	1	3.57
3	4	14.29
4	4	14.29
5	2	7.14
6	3	10.71
7	6	21.43
8	7	25.00

Celebration of accomplishment

Number of respondents : 20

Choice	Total	%
1	0	0.00
2	2	10.00
3	1	5.00
4	1	5.00
5	4	20.00
6	4	20.00
7	2	10.00
8	6	30.00

Open and transparent communication

Number of respondents : 44

Choice	Total	%
1	2	4.55
2	9	20.45
3	5	11.36
4	4	9.09
5	5	11.36
6	6	13.64
7	7	15.91
8	6	13.64

Equitable access to resources and supports

Number of respondents : 49

Choice	Total	%
1	2	4.08
2	4	8.16
3	7	14.29
4	8	16.33
5	8	16.33
6	7	14.29
7	10	20.41
8	3	6.12

Commitment to reconciliation with First Nations

Number of respondents : 54

Choice	Total	%
1	3	5.56
2	4	7.41
3	7	12.96
4	8	14.81
5	12	22.22
6	10	18.52
7	6	11.11
8	4	7.41

Responsibility for environmental stewardship

Number of respondents : 43

Choice	Total	%
1	5	11.63
2	7	16.28
3	6	13.95
4	4	9.30
5	2	4.65
6	8	18.60
7	4	9.30
8	7	16.28

Inclusive responses to diverse needs

Number of respondents : 37

Choice	Total	%
1	3	8.11
2	2	5.41
3	4	10.81
4	5	13.51
5	5	13.51
6	7	18.92
7	4	10.81
8	7	18.92

Global awareness and climate action sustainability

Number of respondents : 56

Choice	Total	%
1	5	8.93
2	5	8.93
3	3	5.36
4	11	19.64
5	6	10.71
6	11	19.64
7	5	8.93
8	10	17.86

Embracing diversity

Number of respondents : 31

Choice	Total	%
1	2	6.45
2	3	9.68
3	3	9.68
4	6	19.35
5	8	25.81
6	1	3.23
7	6	19.35
8	2	6.45

Motivates and engages all learners

Number of respondents : 37

Choice	Total	%
1	3	8.11
2	6	16.22
3	7	18.92
4	5	13.51
5	4	10.81
6	7	18.92
7	4	10.81
8	1	2.70

Inclusion, innovation and equity

Number of respondents : 32

Choice	Total	%
1	2	6.25
2	2	6.25
3	7	21.88
4	5	15.63
5	4	12.50
6	2	6.25
7	6	18.75
8	4	12.50

Innovation, creativity, problem-solving and critical thinking

Number of respondents : 83

Choice	Total	%
1	12	14.46
2	13	15.66
3	10	12.05
4	11	13.25
5	12	14.46
6	7	8.43
7	9	10.84
8	9	10.84

Other values

15 : All of these are so vague, I don't know what any of it means at an implementational level.

62 : I ranked them but really they are mostly #1 priorities

106 : A commitment to equity and inclusion for all diverse members of the school community.

A commitment to decolonizing district and school activities and reconciliation with First Nations.

157 : Support and training to acknowledge the emotional and social aspects of a learner so they feel safe and cared for with their school and community.

212 : Mindfulness; Kindness. Working in the schools I noticed that the kids know what kindness is and they want to practice it, but sadly, many don't know how.

300 : So many of the above appear to be repetitive.

315 : A comment on this question - it is worded in a very confusing way and there is likely a wrong option at the top of the list (Values and Beliefs you believe should be)

385 : Treating employees with respect.

398 : Moral and spiritual values.

435 : How about just a safe school for everyone. Simple as that. Why are you wasting money on this.

436 : Personal safety - from assault, bullying, and other forms of abuse. All of this information needs to be recorded and brought out into the open. We can't improve what we don't record.

455 : be open and sharing with the community.

468 : So many laudable values serving our children, none can be dismissed and all should be considered.

Equitable distribution of resources for all students needs to focus on inclusion, diverse needs, and environmental stewardship.

486 : Emphasis on strong academics with mutual respect between students and teachers.

511 : Promotion of social and emotional growth and learning.

543 : The instructional sentence in item #6 ("Using the above value statements...") is grammatically incorrect, and (as a consequence) raises concerns about the quality of program delivery to students in the district.

553 : Teaching the children. Teaching them how to use their brains to their fullest capacity. Actually teaching them

and making sure they get it and if they don't make them try again. Life will do that so they should be prepared

582 : I have seen that there has been hypocrisy with embracing diversity in the schools. I have witnessed the acceptance of one belief and the reprimand of another. If we are to "embrace diversity" then we need to embrace ALL diversity not just what is the hot topic at the moment.

612 : Openness and communication for high school students regarding sexual health and consent.

633 : question 6 is confusing set up.

686 : Respect, Access, support and service

703 : Kids NEED to be safe at school. Kids are free to bully others. No accountability. No follow through. More training for different learning styles. More sensory regulation in classrooms. More E.A's. More help and support for students falling behind or behaviour issues. Saying there is no funding is nkt an excuse.

716 : These are all very redundant which makes them hard to rank.

725 : there seem to be a lot of overlap in these options

736 : Ensuring that all health needs are met through nutrition and mental and emotional wellbeing for all students and staff. Correcting curriculum by telling the truth regarding Canadian History. Active in the call to action regarding Reconciliation.

741 : I feel like the values should be most focused on how schools/district is run (organizational effectiveness) and a focus on learning and learners.

There are some important values beyond that that could be separate from the core values - commitment to and integration of learning about: diversity, global issues and climate sustainability, reconciliation with First Nations, etc. I think citizenship and thinking beyond the individual to our role in communities is an important focus for kids growing up facing the challenges of today/the future.

744 : I am happy to see that the environment/Global awareness and climate action is mentioned several times. It's crunch time, and we absolutely MUST create a passion for saving our planet in our young minds. Every day should include environmental studies. There is a large portion set aside for Indigenous education (which emphasizes caring for the environment already), could we bridge these two ? Indigenous studies AND saving the planet at the same time. Thank you!

751 : Although these are the top 8 I believe to be most important I don't necessarily agree that they are represented by the district

783 : responsibility for environmental stewardship could be added to global awareness and climate action sustainability

and the wording of my #2 choice i would prefer to be "An environment that motivates and inspires, actively engaging all types of learners."

841 : I would add to and/or combine a number of the values, such as:

- Trusting relationships based on EQUALITY, respect, integrity and ethical behaviour;
- An environment that motivates, INSPIRES and actively engages ALL TYPES OF learners AND PROMOTES EDUCATIONAL EXCELLENCE;
- Strong COMMUNITY partnerships WHICH INCLUDE ACCOUNTABILITY AND OPEN & TRANSPARENT COMMUNICATION, especially between home and school
- Individual, professional and organizational growth
- Commitment to reconciliation with First Nations

- Responsibility for environmental stewardship, global awareness and climate action sustainability
- Inclusive responses to diverse needs, INCLUDING EQUITABLE ACCESS TO SERVICES AND OPPORTUNITIES
- PHYSICAL AND EMOTIONAL SAFETY OF CHILDREN (PROTECTION FROM HARM);

857 : All important. Very hard to rank.

7. Are these priorities still relevant for the 2019-2023 strategic plan?

Number of respondents : 114

Choice	Total	%
Yes	94	82.46
No	20	17.54

Why not?

15 : I don't even know. I get one meeting with the teacher in the fall. All school events are scheduled so a single working parent cannot attend. My grade one child is not being taught to read. She has interests in math that are not addressed in the classroom and we do work on at home on these topics to supplement what she's missing at school. She has 2 teachers and a classroom aid but still does minimal activities throughout the day. There is one kid in the class who terrorises the others and has been permitted to do so all year.

62 : And I feel like community engagement is ongoing but was especially needed over the funding shortages years, it may be just as necessary over the growth years too.

Organizational sustainability - of course as always

Education evolution - Maybe this continues as the top priority with the new curriculum for secondary students, and also always thinking of how we can physically structure classrooms/class time and locations for learning along with content of teachings.

87 : They are still relevant but this survey is repetitive, overly complicated and confusing.

106 : I think there are pressing priorities around the environmental stewardship and sustainability that should be reflected here. I would hope that the priorities, more than any other element of the strategic plan, would change as what is pressing and important now is likely different than when the previous plan was written 5 years ago. Are our financial, human, physical resources no longer sustainable and still require prioritization?

148 : An acknowledgement is required of the need for innovation to prepare learners to adapt to the near future challenges facing our planet due to climate change.

157 : Educational excellence looks different to a variety of learners. The focus should be on growth and development not the top performers to the detriment of the mean and more traditionally academically challenged students. Growth is more important than academic numerative result.

212 : Because excellence isn't valid. What kids want and need is the motivation to remain lifelong learners. To acknowledge and embrace the fact that life is all about learning and that it doesn't start or stop in school.

231 : I think it should include an element of environmental sustainability as well

249 : yes relevant but need to be expanded upon.

279 : Expansion of community engagement beyond education.

285 : if community includes strong partnerships between home and school? as well as others specifically trained in the field of their expertise i.e. sexual health to work with the schools to help facilitate the messages within the curriculum

300 : Environmental sustainability and addressing climate change is blatantly missing and should be at the forefront and clearly stated.

315 : I think the priorities are fine, it's just that they are so vague and broad, they can mean anything - and in turn become somewhat meaningless (i.e. what does 'striving for educational excellence for all' really mean?).

385 : Yes, but really reach for them!

395 : Consultation with the local K'ómoks nation needs to be more respectful.

402 : diversity in educational opportunities instead of the wording of excellence -

programs and courses that are varied and meet needs all, not just university bound academic.

well rounded education including more diverse courses in the grade 11-12 program. Right now 80 credits to graduate as set by the Ministry of Ed Is too low. That grad credit requirement should be raised so that students are choosing diverse courses and electives instead of graduating with their minimal requirements.

404 : Engagement is critical but trustees and Administrators have to value it in practice and forge strong relationships with elected officials and agencies who have similar aspirations for community all residents

436 : In the strive to constantly evolve education to include the shiny toys and new technology, we've lost sight of how learning happens. It's far too expensive (financially and environmentally) to continue chasing this plan. The basics don't cost large sums of money and children learn even better when they use pencil and paper.

463 : Under organizational sustainability I would like to see a review of the current

SD 71 funding methodology and allocation of funds for students with special needs & IEP's. SD 71 needs to put more resources into providing psychiatric education assessments at the elementary level.

468 : I would focus less on community engagement and more on organizational sustainability. The reality of current class compositions must be addressed with more emphasis on supporting individual students within the class room. This will benefit all students within the class setting and will ensure all students are active successful learners.

495 : would like to see priorities I have highlighted as the top 3-5. Perhaps increasing from 3 to 5 priorities.

519 : The three priorities are good, but I feel that there's more important priorities than "community engagement" in our school district.

520 : Community Engagement is good, but I don't see why this would be one of the 3 most important aspects of a Strategic Plan for our Public school system.

Organizational Sustainability - also not a very inspiring priority. This is something that, to me, should just go without saying. This is basically part of school board operations - does it need to be "strategic"?

553 : But education cannot be lost in the attempt to make everyone feel good

558 : Yes, they are still relevant but should also include a broader focus on the healthy social and sexual development of students in an increasingly technologically dependent society.

582 : There is a strong emphasis on Educational Excellence. This excellence comes in the form of testing and paper work. Very few students are actually equipped for the real world and real work after graduating. A successful educational system would have students leaving with a trade and the proper communication skills to operate a business not just a semester or two of dabbling in one.

588 : Education evolution is still relevant; so is organizational sustainability. I think we can incorporate another priority as community engagement seems good.

595 : Sexual Education in High Schools

703 : Mental health, diversity. Learning environments for different styles of learning.

725 : I would like to better understand how community involvement would be incorporated.

841 : I like the priority of Community Engagement. I think Education Evolution should also include Excellence. I think that Organizational Sustainability should reference environmental sustainability as well.

8. Please identify other priorities that the Board should consider.

Number of respondents : 95

Choice	Total	%
Other Priority 1	95	100.00
Other Priority 2	61	64.21
Other Priority 3	43	45.26

Other Priority 1

- 15 : Real inclusivity, neurodiversity and not allowing male students to harass and pick on female ones
- 62 : environmental sustainability (teaching and practice)
- 79 : Outdoor Learning - Ensuring all students can participate in outdoor learning
- 84 : Embracing Reconciliation
- 87 : Community Engagement
- 104 : The potential for more EAs in classes
- 106 : Environmental Sustainability
- 108 : Equal access to learning support.
- 136 : Behaviour and respect in the classroom
- 148 : More continuity into the secondary years of innovative elementary programming (ie FAE)
- 157 : Social emotional learning
- 199 : Cultivate meaningful trauma informed learning experiences for staff and parents
- 200 : More emphasis on Arts and Physical Ed
- 231 : Environmental sustainability
- 245 : More EAs to support children with needs.
- 249 : environmental stewardship
- 279 : Affordable housing (staff & community)
- 285 : more sexual health is priority #1 especially at the senior level as per comments below
- 300 : Climate Change throughout the Curriculum.
- 312 : Have more computer coding lessons
- 313 : Mental Health
- 323 : Increase focus on Sexual Health and addictions education (vaping, marijuana, drinking, porn) to grade 11 and 12s
- 333 : Increased sexual health education - for all grades, including 11 and 12
- 342 : Promoting resilience in the face of climate challenges
- 362 : More sexual health education which goes beyond grade 10 and teaches about consent and online safety
- 386 : more sexual health education
- 388 : More sexual health education
- 390 : shop local
- 395 : That the education curriculum has a positive out come for all
- 398 : Professional development
- 402 : increased Mental Health support / education/ programs and curriculum within schools

404 : Annual review of priorities

410 : Environmental Initiatives

412 : Mental Health

415 : Increased funding for sexual health education for all students K-12, with sustained and reliable funding. Also hiring a sexual health professional to consult and replace Dr. Claire Vanston. I would like to see a district wide code of conduct for students and a policy that ALL Admins/teachers could follow when a student discloses a sexual assault/harassment. This idea of decentralizing power is just decentralizing responsibility. Sexual assault is criminal and should be dealt with by the RCMP.

426 : fully paid for sexual health lessons for all students but larger focus on middle school and high school learners

435 : Safety.

436 : Environmental sustainability

439 : Sexual health

444 : Inclusion of students with diverse needs

450 : Better sexual health education for all high school grades

455 : Enhance the sexual health curriculum, K - 12

457 : more sexual health education at all levels

463 : increased funding for psychiatric education assessments

468 : Class composition; provide more psych ed assessments

470 : More Sexual Health Education

472 : Personal health management and life skills

486 : respect, consent and sexual health

491 : More Sexual Health Education

495 : Sexual Education including consent and on-line safety

502 : Sexual Health education in grades 3 to 12 not at the expense of PAC groups

504 : increased sexual health education (including grades 11 & 12), with consent and on-line safety being included in the curriculum.

507 : preparing for real life - practical skills and knowledge including everything from reconciling a bank account to sexual health

510 : Sexual Health Education

511 : Sexual education for all grades, including the issue of consent

515 : Increased sexual health curriculum for all high school students.

519 : Commitment to Reconciliation

520 : Sexual Health

522 : more sexual health education

525 : sexual health

528 : Better sexual health education (specifically consent and internet safety for all middle and high school students)

536 : Better Sexual Health Education - Grade 11 / 12

541 : Sexual health and well being

543 : Academic excellence

553 : Education on a world scale and how will our kids stack up

558 : Increased funding for sexual health education

576 : Funding for supporting inclusion better.

582 : Business/entrepreneurial education

585 : more sexual health education as a priority

586 : Sexual Health Education

588 : More sexual health education particularly at high school levels

591 : Sex education

595 : Sexual Education Health in high schools and Consent and online safety

606 : Tracking and investing in Community school supports to assist students who may need a helping hand (e.g. lunch programs, mentorship)

611 : Dealing with day to budgeting of finances. Understanding debt, mortgages, investment ect

612 : Sexual health education for seniir high school students

621 : More sexual health education, especially for grades 10-12

632 : reducing class size

633 : failing to meet the needs of low income area schools

642 : More sexual health

659 : Increased sexual health education

672 : more sexual health education

686 : Sexual health education

692 : More Sexual Health Education

694 : bullying

703 : Special needs children getting to go to school full time. My son was given two hours a day(said it was funding) but all children should have the same rights.

716 : creating a healthy respectful learning envrionment

720 : More sexual health education including consent

725 : sexual health education for all grades

744 : Environmental studies

751 : Mental health

783 : Student health and wellness

832 : More sexual health education

841 : sexual health education and specifically consent and online safety for all middle and high school students

857 : Sexual health education

Other Priority 2

15 : Teach students to read according to the science of how we learn to read - with phonics

62 : Good systems (for HR, admin, and infrastructure) and communication

79 : Mental Health - teach and cultivate mental well being

84 : Working Collaboratively

87 : Education Evolution

104 : Accountability and shared responsibilities

108 : Equal access to mental health support

136 : Strong adherence to academic curriculum

148 : Climate change

157 : Student ownership of facilities and community.

199 : Increase mental a range of mental health supports

200 : Striving for more links between community and schools

245 : More technology for students.

249 : climate action sustainability

279 : Determinants of health

300 : Sexual education in grades 11-12 including consent

312 : Better sexual health education than the curriculum

342 : opening up all schools for multiple activities and use on every day of the week

362 : climate change and how we can all help by learning about zero waste initiatives

390 : teach us how to recycle at home and school

398 : encourage to listen!

402 : Well being support and coordinators for all schools

410 : Sexual Health Education

412 : Sexual Health

415 : Longer, adult supervised, lunch times for students and/or more breaks to eat

426 : ensure that special education meets the needs of all learners who are identified as having special learning needs. more help in special ed rooms so that all students are helped, and more training for all teachers in special ed needs in the classroom

435 : Inclusiveness for everyone. So by this I mean don't wait for a child in a wheelchair to build the wheel

439 : Cultural education opportunities

444 : Early childhood learning

455 : Community schools - support with Resources

457 : more political science at all levels

463 : k-12 sex education

468 : review special needs designation funding allocations

472 : Personal and Social identity and responsibility

495 : Food Systems Education

502 : Reduce the amount of GHG emissions by following steps outlined in the Comox Valley Sustainability Plan

510 : Environmental stewardship

515 : More curriculum that teaches online safety and consent for all kids

519 : Embracing Diversity

520 : Reconciliation

525 : online behaviour

528 : Banning cell phone use in schools

541 : Consent

543 : Financial literacy

553 : Sexual Education in all grades, age appropriate and taught by someone other than Dr Claire. One voice is not enough

558 : Review and expansion of sexual health education/technology

588 : Social, emotional, mental health priorities

591 : Climate change

606 : Modern relevant sexual education to support healthy self-image and agency

611 : Community volunteerism and it's benefits to a greater society.

632 : embrace programs that foster critical thinking / ind learning

633 : failing to provide field trips to socially excluded schools

659 : Improving lunch time supervision so children are able to learn healthy eating habits

672 : Climate change education

686 : Community and post secondary connections

694 : bullying

703 : Inclusion

720 : Creativity and the performing arts

725 : technology education

744 : Respecting fellow human beings (creating compassion)

857 : Continue to support the arts

Other Priority 3

15 : Schedule school events so all parents can make it. The book fair closing at 4 doesn't work for anyone with a job

84 : Valuing diversity

87 : Organizational Stability

104 : Confidence boosting ideas for children

108 : Equal access to musical instruments and extracurricular activities.

136 : Administrative support for teachers

148 : Embracing neurodiversity and more support for learning differences

157 : Outdoor activities and educational opportunities. Further staff training on how to engage students in meaningful outdoor education. Its not just a walk around the property.

199 : Increase funding for sexual health education

200 : Continuing to include parents and students in decision making processes

249 : sexual health education (including consent)

390 : bulliness awareness on social media

398 : ask questions!

402 : curriculum leaders/ team teaching supports with collaborative time for staff

410 : Physical education

412 : Spiritual Health

415 : Easier access to choice programs...perhaps through a campus like model so that all children can benefit or take advantage. Would love for my kids to be doing the FAE program but getting to NIDES is completely unrealistic.

426 : provide opportunities for the entire staff in SD 71 to take a mental health first aid course, it will go a long way to starting the conversation in all classrooms in supporting students with mental health issues

455 : Connect with community and its agencies

463 : music education (chorus & band) included in time table not extra curricular

468 : sex education k-12

472 : Sexual health education

495 : Outdoor Education- Experiential Education increases

502 : Include active transportation/ School Travel Planning and Best Routes mapping as a tool to increase health and learning outcomes of students

510 : Climate action beyond the Comox Valley

519 : Trusting relationships based on respect, integrity and ethical behaviour

520 : Learners as citizens (responsibility and accountability)

541 : Media Awareness

543 : Online health and safety

558 : Increased curriculum focus on social development in an increasingly technological environment

588 : More learning support

591 : Personal finances

606 : Supporting youth advocates, understanding how to be effective change agents (e.g. climate change)

611 : Additional curriculum on sex education.

632 : school / home communication / community building

633 : failing to provide extra extra money to libraries in low income area schools

672 : Tax, mortgage, saving money education

686 : Environmental and cultural education

694 : bullying

703 : Accountability

720 : Outdoor education - embracing the resources of our amazing natural environment

725 : critical thinking and analytical skills

857 : Increase outdoor education

For the final questions, please identify one or two focus areas within each priority that the Board should consider when writing the 2019-2023 Strategic Plan

Number of respondents : 60

Education Evolution

Number of respondents : 54

Choice	Total	%
Focus Area 1	54	100.00
Focus Area 2	32	59.26

Community Engagement
Number of respondents : 42

Choice	Total	%
Focus Area 1	42	100.00
Focus Area 2	28	66.67

Organizational Sustainability

Number of respondents : 36

Choice	Total	%
Focus Area 1	36	100.00
Focus Area 2	19	52.78

Priorities you identified in question #8.

Number of respondents : 43

Other Priority 1

Number of respondents : 43

Choice	Total	%
Focus Area 1	43	100.00
Focus Area 2	27	62.79

Other Priority 2

Number of respondents : 25

Choice	Total	%
Focus Area 1	25	100.00
Focus Area 2	17	68.00

Other Priority 3

Number of respondents : 16

Choice	Total	%
Focus Area 1	16	100.00
Focus Area 2	12	75.00

End of the report 5/15/2019 11:08:00 AM Pacific Daylight Time

TO: Board of Education
FROM: Dean Lindquist, Superintendent of Schools
RE: School Catchment Areas Pre-Consultations

DATE: May 28, 2019

Background

As the Board of Education is aware, Comox Valley Schools is facing enrollment pressures at some schools as a result of the 2017 Supreme Court Ruling as well as due to increasing enrollment patterns. This has resulted in a number of schools being at or above capacity in terms of enrollment. However, we also have a few schools that have space available. These include Denman Island Community School, Airport Elementary School, Queneesh Elementary School, Lake Trail Middle School and Highland Secondary School.

To address the over-capacity issue, the board has two options:

1. add modulars to the effected school at board cost; or
2. change school catchment areas to make use of underutilized facilities.

At the last board meeting it was agreed that pre-consultations would be held at the following locations:

- Lake Trail Middle School;
- Cumberland Community School;
- Miracle Beach Elementary School; and
- Huband Elementary School.

Since the last board meeting, these four pre-consultations were held with approximately 55 people attending over the four evenings. Excellent discussion ensued at the meetings with many ideas being exchanged as to what should be included in the fall consultation process. Attached are the summary notes from these meetings.

Some of the ideas expressed included the following:

- ensure broad advertising of consultations and include pre-schools and daycares;
- grandfathering considerations;
- potential for modular placements at high enrollment schools;
- family of schools for each high school;
- transportation planning and identification of potential future routes if catchment areas are changed;

- housing developments identified including size of the developments;
- land owned by the board for future schools;
- cross-boundary data; and
- enrollment trends to 2027/28.

The fall consultations will be developed over the coming months and include the information that attendees identified as important for the consultation process.

Implications

With catchment area consultations in the fall, it is also recommended that the Facilities Committee review the current Long-Range Facilities Plan and update enrollment data. Included in this recommendation is to identify current land holdings by the board for the purpose of building future schools.

Consultations should begin early in the fall and include all areas of the district. Many groups in the pre-consultations asked for the district to provide potential options and to enable group discussions about other potential options.

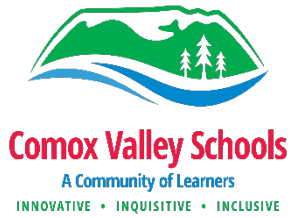
It was noted at the pre-consultations that any decisions would be made in the November/December time period as it was identified that parents required lead time for significant decisions made.

Recommendation

THAT the Board of Education receive this briefing note as information.

And/or

THAT the Board of Education ask the Facilities Committee to update the Long-Range Facilities Plan in preparation for fall consultations.



School Catchment Consultations

Information Gathering – Session 1

Purpose of the Evening

- To begin a conversation to share and receive information with the broader community around school catchment areas and possible grade configurations.
- Establish timelines for a decision and possible implementation.
- Find out what information is required in order to make an informed decision.

Why are we here?

- District is facing a situation where some of our schools are over capacity while others have space (At all levels).
- Schools with space not necessarily located in areas of population growth.
- Examine the trend of cross boundary transfers.

Compounding factors

- Ministry will ask if we have addressed overcrowding through boundary changes prior to approving capital projects
- Adding Modular classrooms is a cost to the Board that cannot be recovered from the Ministry

approx. cost fully installed and equipped
\$300,000

Compounding factors

- Recognize that adding modular classrooms to a school site will have a huge impact on the infrastructure of the building ie. Washrooms, hallways, gym space etc.
- Modulares reduce playground space.

Capacity Utilization - Elementary

School	Capacity	Enrollment	Cap. Util %
Airport	317	138	43.5
Arden	268	302	112.7
Courtenay El.	337	188	55.7
Denman	89	47	52.8
Hornby (Pre)	135	42	31.1
Huband	345	375	108.7
Miracle	229	241	105.2
All Elem.	4587	4253	92.7

Capacity Utilization

School	Capacity	Enrollment	Cap. Util %
GP Vanier	1125	996	88.5
Highland	800	603	75.4
Isfeld	850	980	115.2
All Sec.	2775	2579	92.9

If we include Lake Trail and Cumberland numbers into the above then the overall Capacity Utilization drops to 80.6

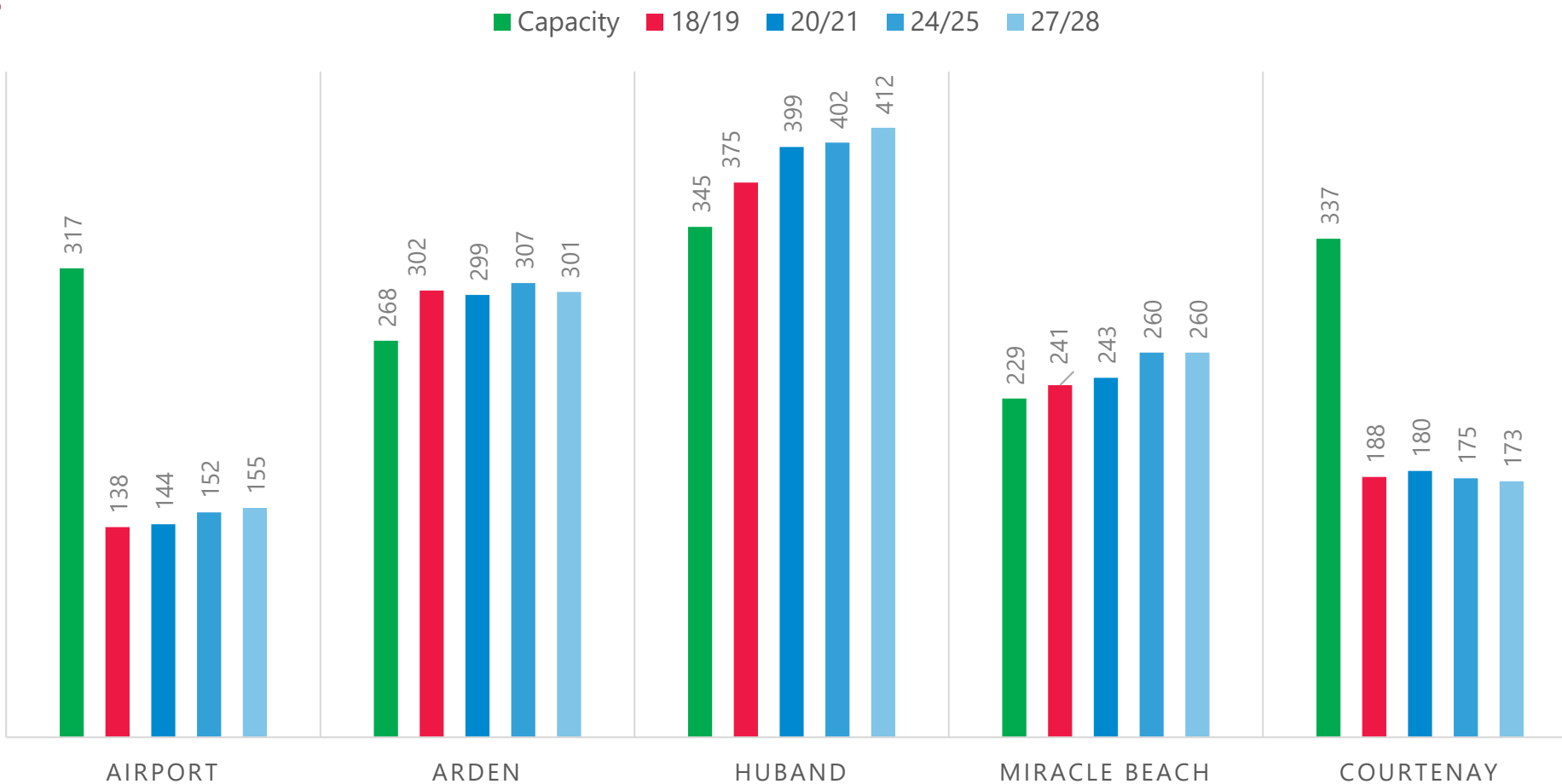


Comox Valley Schools

A Community of Learners

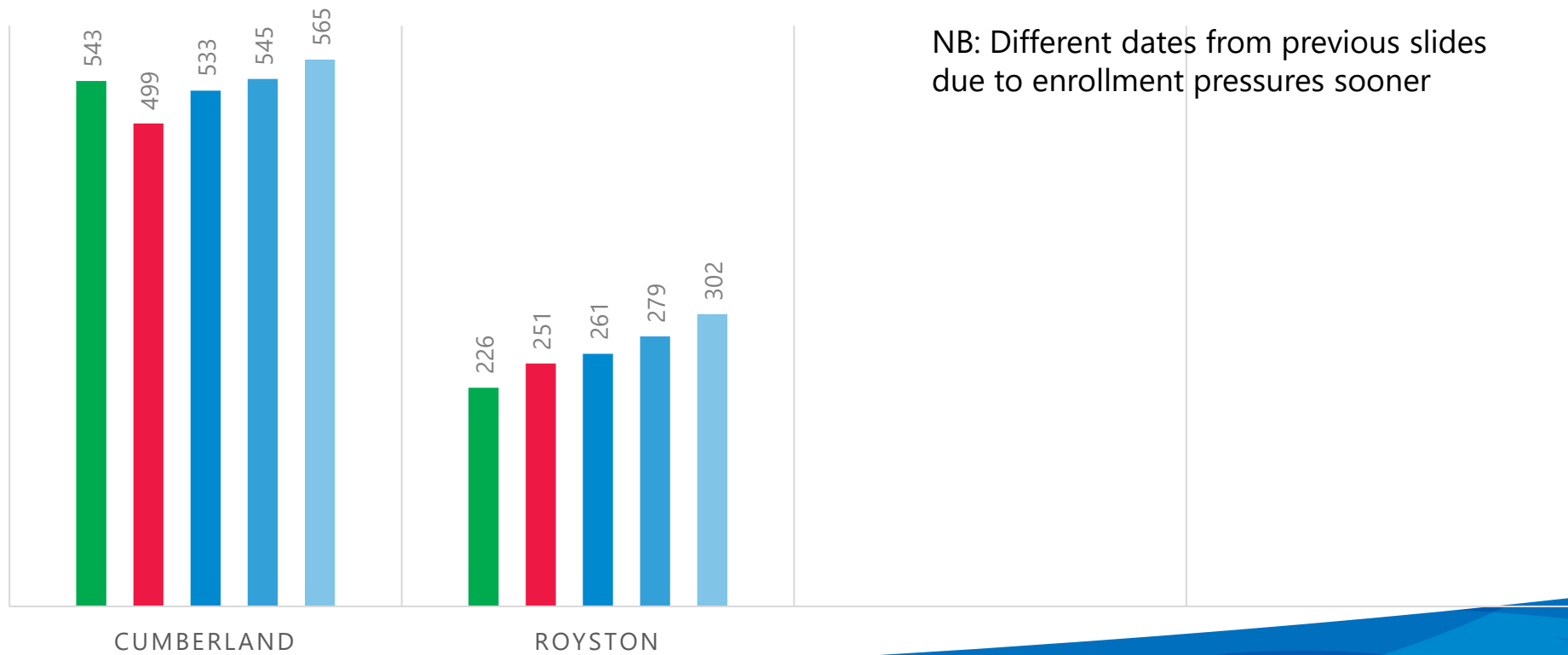
INNOVATIVE • INQUISITIVE • INCLUSIVE

Enrollment Projections (Elementary sample)

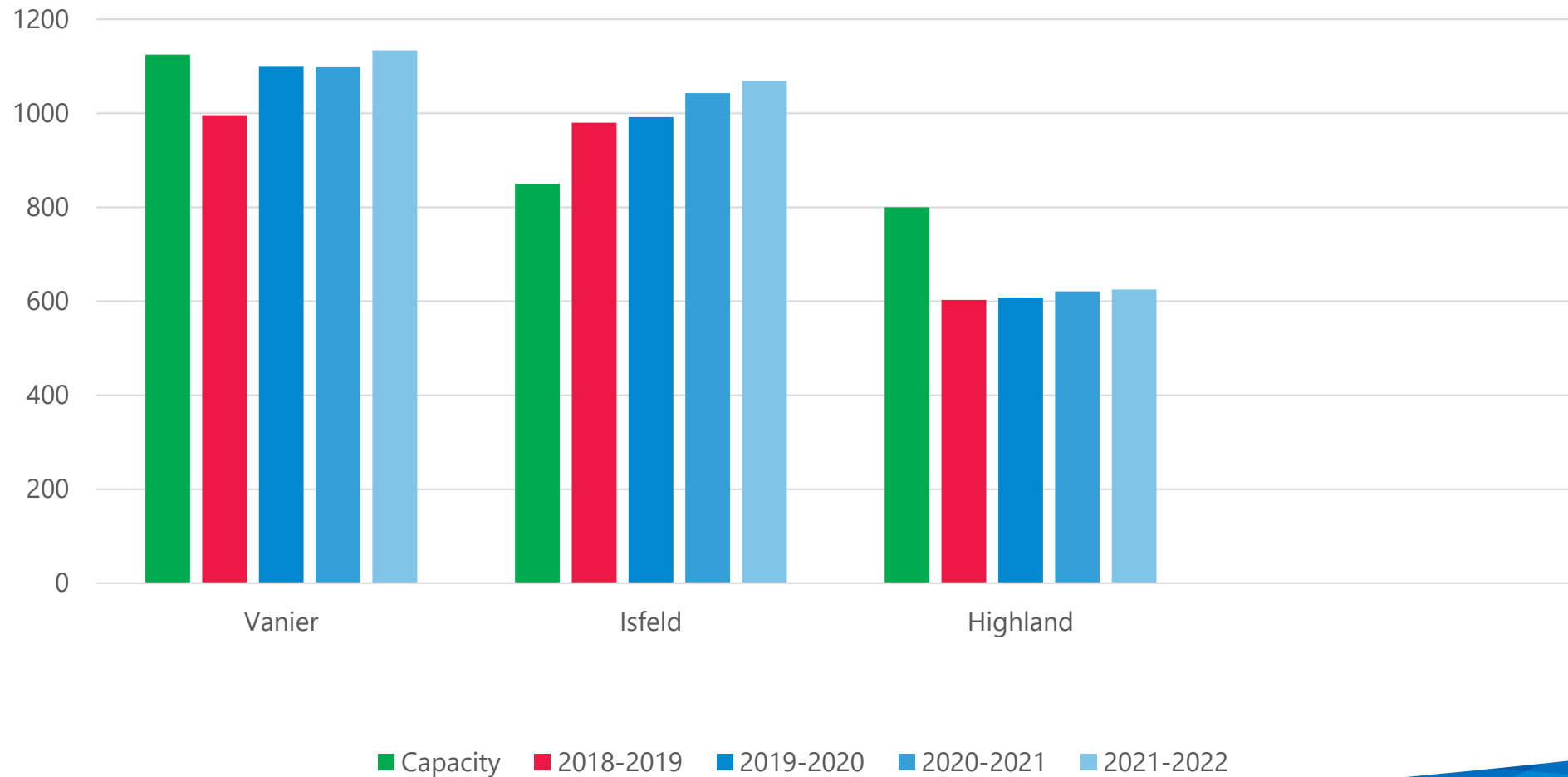


Cumberland and Royston projections

■ 499 ■ 2018-19 ■ 2019-20 ■ 2020-21 ■ 2021-22



Secondary Capacity, Enrollments, and Projections



Cross Boundary Process

- Historically, at times of low enrollment, cross boundary applications were supported and in most cases approved as most of the school sites had spaces.
- Schools are staffed on enrollment not on capacity.
- The following factors are considered when granting cross boundary applications: Siblings, specialized programming, childcare issues, other extenuating circumstances.

Cross Boundary Process – New Reality

- In the past 3 years the following events have effected the space availability in our schools:
 - Supreme Court Decision returning class size and composition language.
 - Overall enrollment growth of approx. 3-4% over the past 3 years.
 - New housing developments throughout the valley.
 - Philosophical decision to promote neighborhood schools.

Cross Boundary Information (samples)

Cumberland Community School

○ 499 students 93 out of catchment

Huband Park Elementary School

○ 378 students 52 out of catchment

Miracle Beach Elementary School

○ 243 students 19 out of catchment

Current enrollment as of May 3, 2019

Focus Questions

- A) What additional information would parents like to see that would assist them in participating in a discussion about student catchment areas?
- B) What are the key issues parents consider when applying for cross boundary to a school other than their neighbourhood school?
- C) Should the cross boundary program be eliminated except for programs of choice?
- D) *For Cumberland and Lake Trail, why do you think we regularly have between 10-25 grade 8/9 students annually apply to go to a high school?*

Focus Questions

E) If catchment areas are changed, should the board consider any of the following:

- Grandfather children to a school if they are already attending that school.
- Grandfather children to a school if their sibling is already attending that school.
- Do not allow any grandfathering of children to a school if catchment areas are changed.
- Other?

Focus Questions

- F) What process should we use to address a change in the Family of Schools structure in order to balance enrollment across our secondary schools?
- G) How should the fall consultation on school catchment areas be organized?
- H) Other considerations?

What Next?

- Look for a feedback link to appear on our website by the end of the month.
- Thank you for your time this evening!

Comox Valley School Catchment Consultations

Focus Groups Notes

What additional information would parents like to see that would assist them in participating in a discussion about student catchment areas?

- Map of where catchments
- Why are children asking top 3 reasons?
- Where are non-catchment children from?
- What do over enrolled schools have that under enrolled don't (besides new housing developments)
- Bus routes / active travel information
- More information about speciality programs and locations
- Projections for population growth in communities
- Solutions from other communities (ie.. Sooke)
- Need more Royston information – capacity #'s on or options – Union Bay impacting Royston
- What will happen with Union Bay proposal for Royston Grade 7.
- Ideas for catchment changes, possible scenarios
- More active reaching out to relators etc. regarding capacity of schools, maps for parents
- Where are growth nodes?
- What are the rules or reasoning for applying for cross boundary transfers?
- Would like feedback from schools to properly consider secondary enrollment issues
- Numbers on programs could affect the discussion. Example: could the entire program be moved, or split between Comox/Courtenay
- List of properties owned by SD71
- Number of children that will actually have to move
- French Immersion / Special Program breakdown
- What would it take to re-open a school (Tsolum)?
- How much would it cost to move Student Services and other services that are in the schools now and where do they go?
- Bring back middle schools – change composition
- Age of children effected?
- How mobile are choice programs?

What are the key issues parents consider when applying for cross boundary to a school other than their neighbourhood school?

- Siblings
- Child care
- Housing availability
- Speciality programs
- Sports

- Reputation of school
- Proximity to work
- Relatives for care etc.
- Social setting/connections
- Bullying/peer conflict
- Teachers
- Socioeconomics
- Attachment to school
- Co-parenting
- Greater variety in programs
- Facilities
- Inconsistent grade structures
- Convenience
- Boundary lines

Should the cross-boundary program be eliminated except for programs of choice?

- Need more information
- Circumstantial
- More policy needed – What are the policies?
- It's complicated – probably no
- Need to balance neighbourhood/community schools with valid reasons for cross boundary
- No – Can't stop it, people will get around it
- Need some kind of cross boundary
- No but... priority for residents or case-by-case (mental health/social issue)
- More rigorous application process
- Reserve for "hard cases" where it is most necessary (bullying)
- No
- Consider 1st priority to catchment students
- How have other districts done this?
- Grey area
- No – Parents should choose

For Cumberland and Lake Trail, why do you think we regularly have between 10-25 grade 8/9 students annually apply to go to a high school?

- Peer groups (good and bad)
- Specialty programs
- Sports and Music
- Wanting to be at "Big School"
- It's a long time in one place/school for some

- Some are ready for new programs, experiences and specialities etc..
- Bullying from Cumberland children to Royston children
- Just want to get started at Vanier
- 2 years behind
- Variety of teachers at Vanier
- Superior facilities
- Strong friendships with older children
- Change in Teachers

If catchment areas change, should the board consider any of the following:

- Grandfather children to a school if they are already attending that school
- Grandfather children to a school if their sibling is already attending that school
- Do not allow any grandfathering of children to a school if catchment areas are changed
- Other?

Transition is not that hard on some children – they are resilient

If grandfathering not allowed need to consider liberal cross boundary

Yes, to grandfathering for children who are already attending

No to grandfathering siblings – family's choice to keep sibs together or move

District should make decision soon so students and parents can prepare

Grandfathering will severely reduce the impact of the boundary change

How long have they been attending?

Children are encouraged to move but grandfathering is only presented as an option

To look at case-by-case

Yes, grandfather

Yes, grandfather with siblings

No, grandfather clause

Only grandfather existing children not siblings

Grandfathering based on age.

Yes, grandfather – age 6 is ok

Question: If grandfathered in other elementary and high school? ie: Gr 6 thinks they are going to Vanier now going to Highland?

Yes, on a case by case – especially with siblings

Yes, grandfathering with siblings staying together

New people abide by the new boundaries

Run numbers on grandfathering students to better understand choices or options

What process should we use to address a change in the Family of School structure in order to balance enrollment across our secondary schools?

- Need to see map of family of schools
- Shift grade ranges instead of catchments
- Give options so that people can give feedback
- Talk to teachers about kids' capacity to move
- What was done in 2008?
- What do others do?
- Importance of notice and warning to allow preparation or adaptations
- Start with K and see where growth is happening
- Moving geographically, not disturbing peer groups
- Look at it with a 10-year plan
- Best boundary changes to have better capacity built through the family of schools
- Neighbourhood schools are important
- Higher value programs of choice at lower enrollment
- Data and maps prior to consultations
- Should French Immersion go the Highland?
- More variety at all schools
- Look at middle schools 6-8 for Huband, Miracle Beach and Tsolum
- Increase Lake Trail to grade 10
- Re-configure boundary map
- Need another high school
- Long transition period
- Clarity on who and how the decision is made

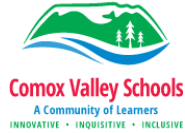
How should the fall consultation on school catchment areas be organized?

- A variety of ways for feedback (in person, online, by phone)
- Get PAC's involved
- Be very simple and clear on purpose
- Local focus with increased locations
- Online accessibility to provide input
- Target families with kids not yet in school
- Presentation of scenarios – actual possibilities
- Lot so f visual
- More parents – door prizes, child care
- 1.5 hour max
- Choice of afternoon or evening meetings

- Coffee/tea
- Does not conflict with DPAC meeting
- Area focused consultations then a larger regional
- Need at least 2 weeks notice of meetings

Other considerations?

- Where/When do we build new schools?
- Neighbourhood learning centres – combining municipal need with school needs
- Concern about ensuring adequate notice for families
- Ensure developers are contributing to school infrastructure as well
- Increased communication between local government and development permitting process with SD71
- Oyster River space
- Union Bay reopening
- Oceanside space
- Move FI to Highland
- Shift programs of choice
- Positively promote our schools
- Marketing the schools
- Tours of the schools
- The effects on students
- Long term: Money, land, more schools
- Make catchment map easy to find on the website



School District No. 71 (Comox Valley)

Board of Education of School District No. 71

BRIEFING NOTE

TO: Board of Education
FROM: Tom Demeo, Assistant Superintendent
RE: Board Authorized Course Offerings

DATE: May 28, 2019

Background:

The following course offerings have previously been approved by the Board of Education, School District No. 71 (Comox Valley) and are being offered to students in the district.

- Introductory Dutch 11
- Introductory Filipino 11
- Introductory Greek 11
- Introductory Hebrew 11
- Introductory Hindi 11
- Introductory Irish 11
- Introductory Latin 11
- Introductory Persian 11
- Introductory Polish 11
- Introductory Portuguese 11
- Introductory Swedish 11
- Introductory Turkish 11
- Introductory Vietnamese 11
- Dutch 11
- Filipino 11
- Greek 11
- Hebrew 11
- Hindi 11
- Irish 11
- Latin 11
- Persian 11
- Polish 11
- Portuguese 11
- Swedish 11
- Turkish 11
- Vietnamese 11
- Forensic Science 11
- Forensic Science 12
- Psychology 11
- Veterinary Science 12
- Fitness Knowledge 11
- Fitness Knowledge 12
- Introduction to Academic Language for ELL 10
- Canadian Culture 10
- Academic Language for ELL 11

In order to align with the new curriculum these course offerings are being presented to the Board for approval in the new curriculum format.

Recommendation:

THAT the Board of Education, School District No. 71 (Comox Valley) approve the updated Board Authority Authorized courses as being presented in the new curriculum format.

Board/Authority Authorized Course Framework Template Forensic Science 11

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: eDynamic Learning	Date Developed: January 2016
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Forensic Science 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Device with internet access

Course Synopsis:

Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, the student will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.

Goals and Rationale:

Forensic Science is a high interest area of study. Students who take this course will not only be engaged, but will be exposed to a possible career choice to pursue after high school. This course introduces the idea of Forensic Science as a field of study, and takes the students on a journey through the various kinds of evidence encountered at a crime scene and how to collect it.

This course offers students the chance to dive into the riveting job of crime scene analysis. Students will learn the techniques and practices applied during a crime scene investigation and how clues and data are recorded and preserved. Students will better understand how forensic science applies technology to make discoveries and bring criminals to justice as they follow the entire forensic process—from pursuing the evidence trail to taking the findings to trial. Students will learn that by careful examination of the crime scene elements, even the most heinous crimes can be solved.

Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning ultimately supports the well-being of self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is understanding identity and one's relationship with the external environment.
- Learning requires exploration of one's own identity.
- Learning involves patience and time.

BIG IDEAS

Forensic scientists use **techniques and knowledge** from the sciences to study criminal acts and determine who committed a crime.

Forensic scientists use **technology** to make discoveries and bring criminals to justice

Physical evidence is anything that can establish that a crime took place and anything that links the crime to the criminal.

Forensic pathologists and anthropologists work with human remains to help investigators learn more about when and how an individual died.

DNA has become extremely important in forensic science and the investigation of crimes

Forensic scientists are involved in collecting evidence from crime scenes involving **firearms, explosions, tool marks and arson.**

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ol style="list-style-type: none"> 1. Learn about forensic science as a field of study. 2. Discuss the history and development of the field of forensic science. 3. Examine some of the responsibilities that forensic scientists have in their work. 4. Discover how a crime scene is secured. 5. Examine the different ways in which a crime scene is recorded. 6. Learn how forensic scientists and officers search a crime scene for evidence. 7. Learn about the different types of evidence. 8. Investigate glass fragments and soil as physical evidence and what they can tell forensic scientists about a crime. 9. Discuss how impressions, like footprints and tire tracks, are collected and analyzed. 10. Discuss how DNA can be found in hair collected from crime scenes. 11. Investigate how stains are tested to determine if they are blood and if they are human blood. 12. Learn about the different types of fingerprints. 13. Learn why bullets fired from a gun can contain unique markings and striations. 14. Discuss how forensic scientists can recover serial numbers from firearms and vehicles. 15. Discuss what forensic scientists can learn from a forensic autopsy. 16. Examine what information can be gained from skeletal remains. 17. Learn about ongoing research into decomposition rates. 18. Investigate how biological evidence is best collected and preserved for DNA testing. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The relationship between forensic science and the criminal justice system. • Some of the specialty areas within forensic science. • How evidence is collected and packaged. • Why evidence needs to be collected carefully and within legal guidelines. • The difference between individual and class characteristics and what they mean for crime investigations. • How physical and chemical properties help forensic scientists compare samples. • How fingerprints are discovered and collected at a crime scene. • The physical structures of hair, blood, and fingerprints. • How firearm and bullet evidence is collected from a crime scene. • How investigators can estimate the distance between a gun and a shooting victim. • What information forensic scientists can learn from tool marks. • Some of the ways that forensic scientists can determine the time of death. • Some different ways that bodies may decompose.

19. Discuss what tests are used on biological evidence to retrieve DNA information.
20. Examine some of the considerations in using DNA in court trials.
21. Examine the different types of explosive materials that may be used in bombs and other explosions.
22. Discuss the methods used to test for explosive materials at crime scenes.

- The properties of DNA.
- How and why DNA can be used as an individual characteristic in forensic science.
- What challenges arson and explosion crime scenes present in the collection, preservation, and analysis of evidence.
- How investigators determine where a fire started and whether accelerants were used.
- How evidence at an arson scene is collected and tested.

Big Ideas – Elaborations

Introduction to Forensic Science

Sample questions:

- What is forensic science?
- What three tasks or responsibilities does a forensic scientist have?
- What criteria might be used to establish someone as an expert witness?
- What is digital forensics?

The Crime Scene

Sample questions:

- What is physical evidence? Provide at least three examples in your answer.
- Describe three ways that a crime scene can be recorded. What is a benefit of each?
- What three types of photographs are taken at crime scenes? Describe each type.
- Why is it important to record the crime scene?

Physical Evidence

Sample questions:

- What are the four types of evidence in a criminal investigation? Please briefly explain each.
- What are individual characteristics? Give an example of an individual characteristic.
- What are class characteristics and how are they different from an individual characteristic?
- What are physical and chemical properties? Give an example of each.

Firearms and Tool Marks

- What is rifling? What two types of markings does this produce?
- What is a distance determination? How is this done?
- What is the Greiss Test?
- When a bullet is retrieved, how is it marked for identification purposes? What should be avoided?

Human Remains

- What are two indications that a forensic pathologist might use to help determine the time of death?
- What three aspects does a forensic autopsy seek information about? Describe each of these aspects.
- How can digestion rates give information to forensic scientists about the time of death?
- How can human bones give forensic scientists an indication of age? Describe some of the aspects that would give this information.

DNA Evidence

- What is DNA? Where is it found?
- What is mitochondrial DNA?
- What is CODIS? How does it work?
- What are complementary base patterns? Why are they important?

Arson and Explosion Evidence

- How are fire scenes different than regular crime scenes for investigators?
- What is the blast effect?
- What are the two types of high explosives?
- How is the evidence from a fire scene collected? What should be avoided?

Aboriginal World Views

- Why would it be important for crimes involving missing and murdered Indigenous women to be studied by a forensic pathologist of Indigenous heritage?

Curricular Competencies – Elaborations

Questioning and predicting:

Sample opportunities to support student inquiry:

- Why do you think forensic science has been increasingly used by the criminal justice system?
- Why do you think crime scenes involving homemade bombs have increased?
- Why is it important to secure the crime scene? What do you think would be the most difficult part of doing this?
- What do you think would be the most challenging aspect of collecting and analyzing hair samples? Why?

Processing and analyzing data and information:

Sample opportunities to support student inquiry:

- What are physical and chemical properties? Give an example of each.
- What are the three types of fingerprints found in the human population? How often does each occur?
- What is a distance determination? How is this done?
- What is mitochondrial DNA?

Evaluating:

Sample opportunities to support student inquiry:

- What is RFLP? What are some of the limitations of this technique?
- What are class characteristics and how are they different from an individual characteristic?
- What do you think would be the most challenging aspect of collecting and analyzing hair samples? Why?
- If you were a forensic anthropologist and were studying human remains, what information would you look for in the bones? Why would this information be helpful?

Applying:

Sample opportunities to support student inquiry:

• Crime Scene Investigation

Imagine this...

You have just received your degree in Forensic Science and landed your dream job working with CSI and the Police Department in your local area.

Now, it's your first day on the job and you have already been assigned to lead the forensic investigation of a crime scene involving a murder that just occurred several hours ago!

As the lead forensic scientist, your investigation will involve 3 parts:

PART I. You will need to "visit" the crime scene, record observations and identify questions that you still have based on your observations.

PART II. After "visiting" the crime scene, plan your investigation by determining what evidence is pertinent to the case, what is extraneous, and identifying the tools you will need. For this part, you'll need to use books and/or online sources to research and gather information on various aspects of the case that cannot be understood from the physical evidence alone.

PART III. Finally, after gathering and analyzing the evidence and performing a little research, you and your team will meet back with the local police department to communicate the results of your scientific investigation, and generate a hypothesis that outlines the crime based on your investigation and scientific research.

- Choose a spot of soil that is nearby your home, school, or another area you frequent. If a crime were committed there, what types of materials do you think you'd find in your investigation of the soil? Do you think you would find materials that would be considered individual characteristics?

Communicating:

Sample opportunities to support student inquiry:

These are discussion questions within the course – students have the opportunity to respond to other student's posts.

- What do you think you'd like most about working as a forensic scientist? Why? What do you think you'd like least about working as a forensic scientist? Why?

- What do you think would be the toughest part about securing a crime scene or collecting evidence? Why?
- Do you think changing technologies are making it easier to determine who is responsible for a crime? Why or why not?
- Do you think the representations in the media of the identification and analysis of physical evidence are accurate based on the information you learned in this lesson? Why or why not?

Content – Elaborations

Introduction to Forensic Science:

- The history and development of the field of forensic science
- The responsibilities of a forensic scientist
- The relationship between forensic science and the criminal justice system.
- Specialty areas of forensic science

The Crime Scene

- How a crime scene is secured
- The ways a crime scene is recorded
- How forensic scientists search for evidence
- How evidence is collected and packaged
- Why evidence needs to be collected carefully and within legal guidelines

Physical Evidence

- The different types of evidence
- The difference between individual and class characteristics
- How physical and chemical properties help forensic scientists compare samples
- Glass fragments and soil as physical evidence
- How impressions, like footprints and tire tracks, are collected and analyzed
- The physical structures of hair, blood, and fingerprints
- How DNA can be found in hair
- How stains are tested to determine if they are blood
- The different types of fingerprints
- How fingerprints are discovered and collected at a crime scene

Firearms and Tool Marks

- How firearm and bullet evidence is collected
- Why bullets fired from a gun can contain unique markings
- How to estimate the distance between a gun and a shooting victim
- What information can be learned from tool marks
- How to recover serial numbers from firearms and vehicles

Human Remains

- How to determine time of death
- Ways that bodies may decompose
- What information can be gained from skeletal remains
- Ongoing research into decomposition rates

DNA Evidence

- The properties of DNA

Content – Elaborations

- How DNA can be used as an individual characteristic
- How biological evidence is best collected and preserved for DNA testing
- What tests are used on biological evidence to retrieve DNA information
- Some of the considerations in using DNA in court trials

Arson and Explosion Evidence

- Challenges arson and explosion crime scenes present
- How investigators determine where and how a fire started
- Explosive materials that may be used in bombs
- How evidence at an arson scene is collected and tested
- Methods to test for explosive materials at crime scenes

Indigenous Forensic Science

- Why can the need for forensic testing such as autopsies be disruptive when the deceased is Indigenous?
- About how many cases of missing or murdered Indigenous women are there currently in Canada?
- What does Kona Williams say about the future of forensic science?

Recommended Instructional Components: All readings, resources, activities and assessments take place within Canvas. Students must enroll in the course through Navigate, and receive a username and password to access the course. Students answer text questions based on readings, answer lab questions based on online activities, participate in discussions in which they can interact with other students, and complete Unit Quizzes, a midterm exam and a final exam to demonstrate their learning.

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

First Assignment – 10% of overall course mark
Units 1-8 – 10% of overall course mark for each unit
Midterm Exam - 5% of overall course mark
Final Exam - 5% of overall course mark

Within Each Unit, there is equal weighting for the following three categories.

1. Text, Critical Thinking and Lab Questions

- Text questions check the student's comprehension of the readings and resources.
- Critical thinking questions encourage the student to consider their learning from the unit from a personal perspective, to make connections between what they have learned and their personal experiences, and to express their own opinion on the topics.
- Lab Questions are connected to an activity that explores a facet of the field of Forensic Science, and encourage critical thinking
- Labs involve the exploration of an interactive website or video that relates to the learning outcomes covered in the unit. Students follow directions to explore the interactive websites, and then answer questions based on that exploration.

2. Discussions

Discussions questions allow students to interact and share their thoughts on topics in Forensic Science

3. Unit Quizzes

Unit quizzes check comprehension of topics covered in units

Midterm and & Final

Midterm Exam – checks comprehension of units 1-4

Final Exam checks comprehension of units 5-8

Learning Resources: Teaching materials include readings contained within the content pages of the course, links to outside websites, and videos. In addition, students receive instructional support from a Navigate teacher.

Additional Information:None

Board/Authority Authorized Course Framework Template Forensic Science 12

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: eDynamic Learning	Date Developed: January 2016
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Forensic Science 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None (Forensic Science 11 recommended)

Special Training, Facilities or Equipment Required: Device with internet access

Course Synopsis: Although the crime scene represents the first step in solving crimes through forensic science, the crime laboratory plays a critical role in the analysis of evidence. This course focuses on the analysis of evidence and testing that takes place within this setting. Course examinea some of the basic scientific principles and knowledge that guides forensic laboratory processes, such as those testing DNA, toxicology, and material analysis. Techniques such as microscopy, chromatography, odontology, entomology, mineralogy, and spectroscopy will be examined.

Goals and Rationale: Forensic Science is a high interest area of study. Students who take this course will not only be engaged, but will be exposed to a possible career choice to pursue after high school. Forensic Science 2 continues where Forensic Science 11 left off, deepening the students understanding of facets of the field of forensic science, and leaving them with a consideration of the future of forensic science, which may engage them in wanting to be a part of that future.

In Forensic Science 12, students learn even more about the powerful science of forensics and how it has changed the face of crime and justice in our world. Students will learn some basic scientific principles used in the lab, such as toxicology, material analysis, microscopy, and forensic anthropology and find out how scientists use everything from insects to bones to help them solve crimes. Students will discover how advanced techniques and methodical processes can lead to catching even the craftiest criminal. The overarching message of Forensic Science 12 is that the best way to battle crime these days is not with a weapon, but with science.

Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning ultimately supports the well-being of self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is understanding identity and one's relationship with the external environment.
- Learning requires exploration of one's own identity.
- Learning involves patience and time.

BIG IDEAS

Forensic scientists play an important role in investigating and solving **drug cases**.

Looking for **forgeries and fake or altered documents** is an important area of forensic science.

Testing for and identifying **poisons and toxic substances** is another important area of forensic science.

Evidence that can help solve crimes can come from **diverse sources** such as paint chips, metal, soil, insects, computers and human bodies.

In the future, **technology** will become more and more important to the field of forensic science.

Learning Standards

Curricular Competencies

Students are expected to do the following:

1. Consider issues in collecting and preserving drug evidence
2. Discuss screening tests and their uses in criminal investigations
3. Discuss confirmatory tests and their uses in criminal investigations
4. Discuss the history of forensic toxicology
5. Name some poisonous substances that have been used in history
6. Describe what makes some toxic substances popular for trying to harm others
7. Talk about questioned documents and exemplars.
8. Describe some of the aspects that document examiners use to compare handwriting
9. Discuss polymers and their role in synthetic fibers.
10. Understand what comparisons between fiber and paint evidence and known samples can tell forensic scientists.
11. Describe the different types of microscopes used in the forensic laboratory.
12. Understand studies into insect activity as they relate to forensic science.
13. Define forensic entomology and its uses.
14. Discuss the history of forensic entomology.
15. Understand the use of forensic anthropology in the criminal justice system.
16. Discuss the fields of forensic anthropology and forensic odontology.
17. Discuss the use of forensic images.
18. Understand the different parts of computers.
19. Understand some current limitations and challenges of forensic science investigations.
20. Discuss some of the possible future changes in forensic science.

Content

Students are expected to know the following:

- Different types of drugs and their effects
- Common ways that samples can be taken for drug testing
- The role of toxicologists in criminal investigations
- Techniques used by forensic scientists to identify poisons and other toxins
- Some of the aspects that document examiners use to compare handwriting
- How document examiners find forgeries and counterfeit materials.
- Some of the ways that document alterations can be found.
- How paint, soil, and fiber evidence is collected
- Some of the techniques used to test and compare paint and fiber evidence
- What insects and arthropods are common as evidence in criminal investigations
- Some of the tests used in forensic entomology
- The history of forensic anthropology
- Some of the characteristics of bones and teeth that provide forensic scientists with information about the person.
- Some of the tests used in the area of forensic anthropology.
- The areas of a device from which information can be retrieved.
- How digital evidence can be collected and preserved.

- | | |
|--|---|
| | <ul style="list-style-type: none">• The different types of data available on devices and the internet.• How new technology is being used in forensic science.• Some of the recent advances in forensic techniques and testing.• How advances in other disciplines impact forensic science. |
|--|---|

Big Ideas – Elaborations

Drug evidence

Sample questions:

- What are club drugs?
- What are presumptive tests? Why are they used?
- What are microcrystalline tests? What information do they provide?
- What is spectrophotometry? How can this be useful in identifying drugs?

Forensic Toxicology

Sample questions:

- What is toxicology?
- What is strychnine? What symptoms does it cause?
- What is percent saturation?
- What is aconite? What symptoms does it produce?

Forgeries and Document Evidence

Sample questions:

- What is a questioned document?
- What is an exemplar? What are the best types of exemplars?
- What are natural variations? Describe how these may happen.
- How are stamped signatures different from written signatures?

Paint, Soil and Trace Evidence

Sample questions:

- What is a comparison microscope?
- What are the three substances that generally make up paint?
- What are polymers?
- What is a scanning electron microscope? What are its advantages?

Forensic Entomology

Sample questions:

- What is the typical order in which insects begin to arrive on human remains?
- What is forensic entomology?
- What are the different areas of forensic entomology?
- What are two methods used to help identify the species of insect from the eggs on human remains?

Forensic Anthropology

Sample questions:

- What are epiphyseal fusions?
- What is forensic odontology?
- What is facial reconstruction? Why is it used?
- How do male and female bones tend to differ?

Digital Evidence

Sample questions:

- What is hardware and software? Give an example of each.
- What is a swap file? How does the computer use this file? What information might be found there?

- What is slack space? Why is slack space of importance to forensic scientists?
- What is a forensic image? Why is it used?

Computers and the Future of Forensic Science

Sample questions:

- What is facial recognition software, and how do law enforcement officers use it?
- What is the E-FIT system? What is its use in forensic science?
- What is virtopsy? What are some of its advantages?
- What is the IAFIS?
- What is vehicle system forensics?

Curricular Competencies – Elaborations

Questioning and predicting:

Sample opportunities to support student inquiry:

- What are some of the difficulties in identifying particular drugs? Why is it important for forensic scientists to be able to identify particular drugs?
- What are the challenges for forensic scientists in identifying poisons?
- What are some of the challenges for forensic scientists in dealing with fiber evidence?
- Why is entomology an important area of forensic science? How can this area help criminal investigations?

Processing and analyzing data and information:

Sample opportunities to support student inquiry:

- Describe the life cycle of the blowfly. Why is this information helpful to forensic scientists?
- How can the age of a body be estimated using bones?
- How does DNA testing help forensic science and the criminal justice system?
- In addition to samples taken from a body, what other information or evidence could point to poisoning as the cause of death?

Evaluating:

Sample opportunities to support student inquiry:

- Why is the study of insects and their life cycles important for forensic entomologists? How is this information helpful to criminal investigations?
- Why is training and education an increasingly important aspect of forensic science?
- Why is oversight and quality assurance important in forensic science? What are some effects of errors and use of outdated methods?
- Why are questioned documents important in forensic science? What is one example of a situation where a questioned document might be an important part of a criminal case?

Applying:

Sample opportunities to support student inquiry:

- Imagine that you have been asked to determine whether a will written fifty years ago is authentic or a modern-day forgery. How would you go about doing this? What aspects would you examine to help you make your determination?
- Describe three different samples that can be used to test for poisons. What are the advantages and disadvantages of these samples?
- A law enforcement agent is in charge of getting a writing sample from an uncooperative suspect. The agent puts the suspect in a comfortable room and has the person choose from a bunch of pencils and ink pens. The agent takes the questioned document and dictates the information to the suspect, having the suspect write down what she says as she reads from the questioned document. After several paragraphs, the agent stops and has the suspect rewrite the material two more times. What did the agent do wrong in this situation? What did the agent do right?

Communicating:

Sample opportunities to support student inquiry:

These are discussion questions within the course – students have the opportunity to respond to other student's posts.

- Has your handwriting changed over time? If so, how has it changed? If not, why do you think it has not changed?
- Why do you think people choose to use poisons when they wish to harm someone? What characteristics of poisons make them a choice for some murderers?
- What do you think is the most challenging aspect of using a microscope? What are the advantages and disadvantages of using a microscope to look at trace evidence?
- What current or future forensic science technology/technique do you think will have the greatest impact on solving crimes? Why?

Content – Elaborations

Drug Evidence

- types of drugs and their effects
- common ways that samples can be taken for drug testing
- issues in collecting and preserving drug evidence
- screening tests and their uses in criminal investigations
- confirmatory tests and their uses in criminal investigations

Forensic Toxicology

- the history of forensic toxicology
- poisonous substances that have been historically used in crimes
- techniques used by forensic scientists to identify poisons and other toxins
- what makes some toxic substances popular for trying to harm others
- the role of toxicologists in criminal investigations

Forgeries and Document Examination

- questioned documents and exemplars
- aspects that document examiners use to compare handwriting
- aspects that document examiners use to compare typescript
- how document examiners find forgeries and counterfeit materials
- the ways that document alterations can be found

Paint, Soil and Trace Evidence

- different types of microscopes used in the forensic laboratory
- how paint, soil, and fiber evidence is collected
- techniques used to test and compare paint and fiber evidence
- polymers and their role in synthetic fiber
- comparisons between fiber and paint evidence and known samples can tell forensic scientists

Forensic Entomology

- forensic entomology and its uses
- the history of forensic entomology
- what insects and arthropods are common as evidence in criminal investigations
- some of the tests used in forensic entomology
- insect activity as they relate to forensic science

Forensic Anthropology

- the fields of forensic anthropology and forensic odontology
- the history of forensic anthropology

Content – Elaborations

- some of the characteristics of bones and teeth that provide forensic evidence
- some of the tests used in the area of forensic anthropology
- the use of forensic anthropology in the criminal justice system

Digital Evidence

- the different parts of computers
- the areas of a device from which information can be retrieved
- how digital evidence can be collected and preserved
- the different types of data available on devices and the internet
- the use of forensic images

Computers and the Future of Forensic Science

- how new technology is being used in forensic science
- some of the recent advances in forensic techniques and testing
- how advances in other disciplines impact forensic science
- some current limitations and challenges of forensic science investigations
- some of the possible future changes in forensic science

Recommended Instructional Components: All readings, resources, activities and assessments take place within Canvas. Students must enroll in the course through Navigate, and receive a username and password to access the course. Students answer text questions based on readings, answer lab questions based on online activities, participate in discussions in which they can interact with other students, and complete Unit Quizzes, a midterm exam and a final exam to demonstrate their learning.

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

First Assignment – 10% of overall course mark
Units 1-8 – 10% of overall course mark for each unit
Midterm Exam - 5% of overall course mark
Final Exam - 5% of overall course mark

Within Each Unit, there is equal weighting for the following three categories.

1. Text, Critical Thinking and Lab Questions

- Text questions check the student's comprehension of the readings and resources.
- Critical thinking questions encourage the student to consider their learning from the unit from a personal perspective, to make connections between what they have learned and their personal experiences, and to express their own opinion on the topics.
- Lab Questions are connected to an activity that explores a facet of the field of Forensic Science, and encourage critical thinking
- Labs involve the exploration of an interactive website or video that relates to the learning outcomes covered in the unit. Students follow directions to explore the interactive websites, and then answer questions based on that exploration.

2. Discussions

Discussions questions allow students to interact and share their thoughts on topics in Forensic Science

3. Unit Quizzes

Unit quizzes check comprehension of topics covered in units

Midterm and & Final

Midterm Exam – checks comprehension of units 1-4

Final Exam checks comprehension of units 5-8

Learning Resources: Teaching materials include readings contained within the content pages of the course, links to outside websites, and videos. In addition, students receive instructional support from a Navigate teacher.

Additional Information: None

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District # 71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: eDynamic Learning	Date Developed: January 2016
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Psychology 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Computer with word processing software and Internet access (either LAN or Wireless).

Course Synopsis: Psychology 11 provides an introduction to the field of Psychology. Areas of study include: An Invitation to the World of Psychology; Research and Ethics; Infancy and Childhood; Adolescence; Adulthood and Aging; Brain, Body and Behaviour; Sensation and Perception; and States of Consciousness. Questions answered in this course include: Why do humans behave the way they do? Is self-knowledge the key to self-improvement? How does behavior change as we age?

Goals and Rationale:

This course is intended to provide an introduction to the field of psychology and some of the major areas of study within it. Students will explore these areas through readings, videos, labs, assignments and discussions. When they have completed the course, students should have a foundational understanding of concepts such as how psychologists use research to better treat their patients, areas of psychology you can specialize in, types of research design psychologists use, cognitive changes experienced throughout childhood, adolescence and adulthood, how the functioning of bodily systems affect behavior, what perception is, and different states of consciousness that humans experience and things that affect their states of consciousness such as alcohol, drugs, sleep deprivation, and so on.

After taking this course, students should have an increased level of self-awareness, and should be able to examine their own behavior and reactions to the world, and possibly identify the reasons they behaved or reacted the way they did. In addition, students may be able to see the behavior of others through a lens of understanding of the root causes of certain behaviours, making them more tolerant and understanding. This awareness will allow the students to be more thoughtful and informed citizens who understand their own identity, perspectives, and values and develop the competencies that encourage active, informed citizenship.

The skills and concepts learned in Psychology 11 would benefit anyone, but in particular, there are many post-secondary programs where having taken Psychology 11 will greatly benefit the student. Examples include education, medicine, law, and the social sciences.

Aboriginal Worldviews and Perspectives:

Psychology 11 shares a variety of Aboriginal Worldviews and Perspectives:

- Learning is understanding identity and one's relationship with the external environment.
- Learning requires exploration of one's own identity.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

BIG IDEAS

Psychology is the study of the mind and behavior.	Psychological research must meet ethical guidelines and is used by psychologists to learn how to better treat their patients.	Studying developmental psychology can help psychologists understand how people change as they grow older.	Studying bodily systems can lead to an understanding of how they affect behaviour.	Perception, or how our brain interprets sensory data, can have an impact on behaviour.	States of consciousness, or the type of mental condition a person is experiencing at a given time, can be affected by many factors, and can affect behaviour.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ol style="list-style-type: none"> 1. Describe what psychologists do and how they differ from Psychiatrists 2. List major subfields and applied specializations of psychology 3. Outline how psychology developed 4. Compare current perspectives in psychology 5. Define theory and hypothesis, and explain how the two concepts are related 6. Describe naturalistic studies, and identify their advantages and drawbacks 7. Describe case studies, and list their uses and limitations. 8. List the steps of the scientific method 9. Describe longitudinal and cross-sectional studies, and explain the nature-nurture debate 10. Identify Piaget's stages of cognitive development, explain assimilation and accommodation, and describe how infants and children develop language 11. List Erickson's stages of psychosocial development, and explain the roles of temperament and parenting style in emotional and social development 12. Understand Kohlberg's stages of moral reasoning, and explain why Kohlberg's theory may have gender and cultural biases 13. Define adolescence, and describe how different experts view this stage of life; as well as the physical changes that occur and the possible consequences of early or late maturation 14. Define identity, and describe Marcia's states of identity formation 15. Identify risk behaviors that many adolescents adopt, and explain how 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The nature of psychology • The importance of psychology • Reasons psychologists do research • How researchers undertake surveys and the difference between correlation and cause and effect • Understand how researchers do experiments • How researchers analyze data, test hypotheses, and communicate results and identify ethical guidelines for the conduct of psychological research • Physical developments that occur during the prenatal period, infancy, and childhood • Cognitive and moral developments that typically occur during adolescence • How social relationships normally change during adolescence, and describe peer pressure • Life challenges and physical changes of young adulthood • How people choose spouses, why couples divorce, and how divorce affects couples and their children. • Physical changes and life challenges of middle adulthood • Physical and cognitive changes of late adulthood

<p>adolescents may learn behaviors from other teens</p> <ol style="list-style-type: none"> 16. Name mental health problems that are relatively common in adolescents and identify warning signs of suicide; list protective factors for adolescents and explain how the factors relate to self-esteem and resilience 17. Define adulthood, and outline psychological theories of adult development. 18. List strategies for making young adulthood the best it can be. 19. List strategies to make middle age a great age. 20. List strategies for making late adulthood healthy and happy. 21. Explain how people come to accept their own death or the death of a loved one. 22. Distinguish between the central and peripheral nervous systems, and identify their functions 23. Understand the endocrine system, and explain how the hypothalamus provides a link between the nervous and endocrine systems 24. Outline aspects of visual perception, such as depth perception 25. Describe the nature of subliminal messages 26. Define extrasensory perception 27. Define consciousness and altered states of consciousness 28. State the nature of dreams, and list possible reasons that people dream 29. Describe hypnosis, meditation, and biofeedback 30. Identify categories of psychoactive drugs, and describe their effects 	<ul style="list-style-type: none"> • The structure of neurons, and how neurons carry nerve impulses • Parts of the brain, and their functions • How scientists study the structure and function of the brain • How psychologists study the influences of heredity and environment on psychological traits • How humans sense stimuli • How perception differs from sensation • Why humans need sleep
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Big Ideas – Elaborations

Psychology is the study of the mind and behavior

Sample questions:

- What is the focus of community psychology?
- List three medical services that a psychiatrist can provide but a psychologist cannot.
- In behavioral psychology, what is a stimulus and what is a response?
- How might studying psychology help you live a fuller, happier life? Give specific examples.

Psychological research

Sample questions:

- What are the two main reasons that psychologists do research?
- Why is an experiment called a controlled study?
- Compare and contrast the independent and dependent variables in an experiment. Give an example of each.
- Describe the Milgram experiment. How does it conflict with informed consent guidelines for research? How do you feel about the Milgram experiment?

Developmental Psychology

Sample questions:

- Describe physical developments that occur in infants between birth and their first birthday.
- What is the basis of moral decisions for teens in Kohlberg's conventional stage of development?
- What is Erikson's psychosocial task of late adulthood? What problem results if this task is not accomplished?
- List strategies for a healthy and happy late adulthood.

Bodily Systems

Sample questions:

- Describe what happens in the nervous system when you duck your head to avoid an object flying toward it.
- What protects the brain and spinal cord from injuries?
- What does the cerebrum control?
- How does the brain control the endocrine system?

Perception

Sample questions:

- Describe how the eye changes visible light to an image.
- What are some ways animals see or hear differently than humans?
- What does visual constancy mean?
- What have psychologists learned about perception from optical illusions?

States of Consciousness

Sample questions:

- How are brain waves measured?
- What did Sigmund Freud think was the source of most emotional problems?
- Describe the shift in circadian rhythms that occurs during puberty.
- What is insomnia?
- How do stimulant and depressant drugs affect the nervous system? Give an example of each.

Curricular Competencies – Elaborations

Questioning and predicting:

Sample opportunities to support student inquiry:

- How might studying psychology help you live a fuller, happier life? Give specific examples.
- Some scientists think that case studies are not useful because they provide information about only one person. What do you think? What is your opinion of case studies?
- Kara thinks that her best friend's outfit looks bad on her. When her friend asks Kara how she likes the outfit, Kara decides to lie to the friend and say that the outfit looks good. How might Kara explain her decision to lie if she is in the preconventional stage of moral development? How might she explain it if she is in the conventional stage?
- What are some nonrisky ways that a teen might try to gain peer acceptance? Why is peer acceptance important?
- If young adults do not form close and trusting relationships, how may this affect them later in life?

Processing and analyzing data and information:

Sample opportunities to support student inquiry:

- Explain why this statement is true: A funeral is just the beginning of recovery from the death of a loved one.
- Compare and contrast biological psychology and cultural psychology. Explain how and why a biological psychologist and a cultural psychologist might investigate the way people learn a particular behavior.
- Compare and contrast the independent and dependent variables in an experiment. Give an example of each.
- Give examples of activities or processes that are controlled by the somatic nervous system.

Evaluating:

Sample opportunities to support student inquiry:

- Assume that a PET scan was made of the brain of a person speaking and of the brain of a person smelling a flower. Describe how you would expect the PET scan of each person's brain to look.
- In a survey, a researcher found that females in the sample had a different opinion about a topic than males in the sample. Does this prove that gender causes the difference of opinion? Why or why not?
- Do you think that subliminal messages should be banned from advertising? Why or why not?
- What is your opinion about extrasensory perception? Do you think it exists? Explain your answer.

Applying:

Sample opportunities to support student inquiry:

- Describe an example of sensory adaptation that you have experienced.
- Altruism refers to behavior that helps others but does not appear to help the person performing the behavior. Describe an example of altruistic behavior, and state how a psychodynamic psychologist might explain the behavior.
- What are four phases in doing research? Describe each phase.
- What are developmental milestones and how are they measured?

Communicating:

Sample opportunities to support student inquiry:

- Why is research an important part of the psychology field? If you were a psychologist, present a specific example of what you would like to research in psychology. What psychology problem would you like to know more about and how would you approach the problem?
- What benefits does meditation have for individuals? Have you ever tried meditating? Why or why not?
- Do you believe that some people have extrasensory perception (ESP)? Why or why not?
- Do you think peer pressure is more positive or negative for individuals? Why? Why do you think that individuals conform to peer pressure?

Content – Elaborations

Introduction to Psychology:

- Fields of study
- Specializations
- Importance of Psychology
- Development of psychology
- Current perspectives in psychology

Research:

- Reasons for doing research
- Theory and hypothesis
- Correlation vs cause and effect
- How experiments are conducted
- Naturalistic studies
- Case studies
- Analyzing data

Infancy and Childhood:

- Longitudinal and cross-sectional studies
- Physical developments that occur during childhood
- Piaget's stages of cognitive development
- Erikson's stages of psychosocial development
- Kohlberg's stages of moral reasoning

Adolescence

- Definition of adolescence and how experts view this stage of life
- Cognitive and moral development that occurs in adolescence
- Marcia's states of identity formation
- Social relationships in adolescence
- Risk behaviours
- Mental health issues in adolescence
- Self-esteem and resilience

Adulthood and Aging

- Definition of adulthood
- Psychological theories of adult development
- Life challenges and physical changes of young adulthood
- Life challenges and physical changes of middle adulthood
- Life challenges and physical changes of late adulthood
- Acceptance of death

Brain, Body and Behaviour

- Nervous systems and their functions
- Structure of neurons
- How neurons carry nerve impulses
- Parts of the brain and their functions
- The endocrine system

Content – Elaborations

- The function of the hypothalamus
- Influences of heredity and environment on psychological traits

Sensation and Perception

- How humans sense stimuli
- How perception differs from sensation
- Visual perception
- Depth perception
- Subliminal messages
- Extrasensory perception

States of Consciousness

- Consciousness and altered states of consciousness
- The sleep cycle
- Why humans need sleep
- Hypnosis, meditation, and biofeedback
- Categories of psychoactive drugs, and their effects

Aboriginal World Views

- Influences of heredity and environment on psychological traits
- Define identity
- List protective factors for adolescents and explain how the factors relate to self-esteem and resilience
- Identify life challenges and physical changes of young adulthood, and list strategies for making young adulthood the best it can be

Recommended Instructional Components: All readings, resources, activities and assessments take place within Canvas. Students must enroll in the course through Navigate, and receive a username and password to access the course. Students answer text questions based on readings, answer lab questions based on online activities, participate in discussions in which they can interact with other students, and complete Unit Quizzes, a midterm exam and a final exam to demonstrate their learning.

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

First Assignment – 10% of overall course mark
Units 1-8 – 10% of overall course mark for each unit
Midterm Exam - 5% of overall course mark
Final Exam - 5% of overall course mark

Within Each Unit, there is equal weighting for the following three categories.

1. Text, Critical Thinking and Lab Questions

- Text questions check the student's comprehension of the readings and resources.
- Critical thinking questions encourage the student to consider their learning from the unit from a personal perspective, to make connections between what they have learned and their personal experiences, and to express their own opinion on the topics.
- Lab Questions are connected to an activity that explores a facet of the field of Psychology, and encourage critical thinking
- Labs involve the exploration of an interactive website or video that relates to the learning outcomes covered in the unit. Students follow directions

to explore the interactive websites, and then answer questions based on that exploration.

2. Discussions

Discussions questions allow students to interact and share their thoughts on topics in Psychology

3. Unit Quizzes

Unit quizzes check comprehension of topics covered in units

Midterm and Final

Midterm Exam – checks comprehension of units 1-4

Final Exam checks comprehension of units 5-8

Learning Resources:

Teaching materials include readings contained within the content pages of the course, links to outside websites, and videos. In addition, students receive instructional support from a Navigate teacher.

Additional Information:

None

Board/Authority Authorized Course Framework

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: eDynamic Learning	Date Developed: January 2016
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Veterinary Science 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:

Veterinary Science applies medical and scientific knowledge to the care of animals. As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times...we humans as well! In this course, the prevention and treatment of diseases and health issues is studied and applied.

Goals and Rationale:

Veterinary Science is a high interest area of study. Students who take this course will not only be engaged, but will be exposed to a possible career choice to pursue after high school. This course introduces the idea of Veterinary Science as a field of study, and takes the students on a journey through common diseases and treatments for domestic animals and how they can affect humans.

Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning ultimately supports the well-being of self, the family, the community, the land, the spirits, and the ancestors.

BIG IDEAS

The field of Veterinary Science strives to continually better understand animal health and diseases and how to treat them	Understanding the bodily systems of animals helps Vets to treat the diseases that affect them.	The treatment of small and large animals are different areas of Veterinary Science and require different kinds of knowledge	Parasitology is an important area of Veterinary Science	Zoonotic diseases (diseases that can pass from animals to humans) can be deadly for humans so they are of great concern to veterinary scientists and public health officials	Holistic Veterinary Science is a growing field.	Northern Indigenous communities are underserved by veterinarians and are looking for solutions to this problem.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ol style="list-style-type: none"> 1. Discuss what the areas of veterinary science and medicine include and how these areas differ from each other. 2. Learn about the history of veterinary science and medicine. 3. Examine some of the research areas that veterinary scientists are working on today. 4. Investigate the educational and other requirements for veterinarians and veterinary scientists. 5. Discuss some of the ethics in the profession and some of the controversial issues. 6. Investigate the causes and symptoms of the diseases discussed. 7. Discuss why the health of horses, cattle, and swine is important for public health 8. Discuss what exotic animals are and why treating them may take additional education and training. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • What the nervous, endocrine, and gastrointestinal systems consist of and what they do for the body. • How skeletal and muscle disorders can affect animals. • Infectious diseases that animals can catch from infected animals and the causes and symptoms of these diseases • Diseases that can affect horses and how they are treated. • What mad cow disease is and why it is such a feared disease for cattle. • Diseases that affect cattle and the impact that they have. • Diseases that affect swine and how they are treated. • Some of the diseases that affect birds and what treatments are used for these diseases. • The diseases that affect reptiles and what treatments are used for these diseases. • How acute toxicosis differs from chronic toxicosis. • How exposure to toxins can occur and what factors affect toxicity.

9. Examine what roles veterinary scientists may fill in zoological parks and sanctuaries.
10. Investigate what challenges veterinary scientists face when working with animals at zoological parks and sanctuaries.
11. Discuss what toxicology, toxicity, and toxicosis are and how these concepts relate to veterinary science and medicine.
12. Learn about zoonoses and why they are a concern to veterinary scientists and public health officials.
13. Examine the plague and how this zoonotic disease has impacted human societies throughout history.
14. Learn about holistic and allopathic veterinary treatments and how they differ.
15. Investigate anthrax and how it can be transmitted to humans.
16. Examine how hydrotherapy can benefit horses and dogs.
17. Discuss ringworm and the symptoms of this zoonotic infection.

- The natural forms of poisoning, such as poisoning from certain plants and fruits and bites from poisonous snakes.
- Artificial substances that can cause poisoning, such as rodenticides.
- What parasites are and how they affect their hosts
- Types of parasites and how they differ.
- How animals may become infected with parasites and how parasites may be transferred from animal to animal.
- The different symptoms that animals can experience due to parasites.
- The different life cycles for common parasites.
- How Hantavirus is transmitted to humans.
- Discuss the use of acupuncture for the treatment of animal diseases.
- How herbs and botanicals are used to treat animal diseases.
- The use of essential oils with animals.
- Different northern Indigenous communities have unique 'problems' and are culturally different, and require appropriate, individual approaches.

Big Ideas – Elaborations

The field of Veterinary Science

Sample questions:

- Why do you think ethics are important to veterinary science and medicine?
- Why do you think there are so many educational and license requirements for veterinarians?
- Why do you think veterinary science is also important to public health?

Understanding bodily systems

Sample questions:

- What effects do you think skeletal disorders have on animals? What can be done to help treat these diseases?
- Do you think you'd like to work with animals as a veterinarian, diagnosing and treating their diseases? Why or why not?

Treatment of large and small animals

Sample questions:

- Why do you think there is so much concern over livestock illnesses? What consequences can these diseases have for humans?
- What differences do you think there are for veterinarians in treating small animals versus the large mammals discussed in this lesson? Which area do you think would be most challenging?

Parasitology

Sample questions:

- Why do you think parasites are a concern for veterinarians?
- Why do you think that diagnosing a parasite infection can be difficult in some cases? What factors would make it challenging?

Zoonotic Diseases

Sample questions:

- Why do you think public health officials are growing more concerned about zoonotic diseases? What factors make these diseases more of a threat?
- Why do you think some zoonotic diseases have been used for bioterrorism throughout history?

Holistic Veterinary Science

- Why do you think the use of holistic treatments for animals is controversial?
- Why do you think more research has not been done on the use of holistic veterinary treatments?

Northern Indigenous communities:

- What are the most pressing needs and challenges facing communities in remote and underserved areas of northern Canada with respect to veterinary services?
- To what extent are these needs and challenges being addressed and what more needs to be done to support northern communities?

Curricular Competencies – Elaborations

Questioning and predicting:

Sample opportunities to support student inquiry:

- If you had to choose one of the treatment areas discussed in the unit to practice, which one would you choose to practice? Why?
- Why is it not totally surprising that animals can suffer from emotional distress or mental illness?
- What historical aspect/event do you think most influenced the development of veterinary science? Why?
- What are some of the challenges that those working in wildlife rehabilitation face in treating animals?

Processing and analyzing data and information:

Sample opportunities to support student inquiry:

- Why do some veterinarians believe that herbal or botanical medications may be better than allopathic medications in some cases?

- What are some of the challenges in designing enclosures for captive animals? Why do you think the enclosures are so important?
- What is septicemia? How does this disease happen?
- What effects do you think skeletal disorders have on animals? What can be done to help treat these diseases?

Evaluating:

Sample opportunities to support student inquiry:

- If you had to choose one of the treatment areas discussed in the unit to practice, which one would you choose to practice? Why?
- How could thinking about an animal's mental health influence veterinary care?
- Why is rehabilitative veterinary science important?
- Which of the diseases discussed in the lesson do you think would be the most difficult to treat? Why?

Applying:

Sample opportunities to support student inquiry:

- What are some of the conditions that hydrotherapy might be used for? Why would it be a good choice for helping to treat these conditions?
- What do you think can be done to prevent some of the viral infections in birds? What actions do veterinarians and caretakers need to take to protect birds from these infections?

Communicating:

Sample opportunities to support student inquiry:

- Why do you think holistic treatments are becoming more popular for animals?
- Briefly describe at least two of the disorders that Braitman explains animals can suffer from.
- Do you think you'd like to study zoonotic diseases as a veterinary scientist? Why or why not?
- Do you think you'd like to work as a veterinarian in a zoological park or sanctuary? Why or why not?
- Do you think you'd like to work with animals as a veterinarian, diagnosing and treating their diseases? Why or why not?

Northern Indigenous communities

Sample opportunities to support student inquiry:

- Are there un-tapped resources (human and financial) that could/should be accessed in order to serve more northern communities?
- What are the limitations of the current approaches? How could those limitations be addressed?

Content – Elaborations

Small animal medicine

- the nervous, endocrine, and gastrointestinal systems
- skeletal and muscle disorders
- infectious diseases
- causes and symptoms of diseases
- treatments and preventative measures

Large animal medicine

- the health of horses, cattle, and swine
- diseases that can affect horses
- mad cow disease
- diseases that affect cattle
- diseases that affect swine

Exotic animal medicine

- what are exotic animals

Content – Elaborations

- diseases that affect birds
- diseases that affect reptiles
- roles of vets in zoological parks and sanctuaries
- challenges veterinary scientists face working with exotic animals

Poisoning and toxicology

- acute toxicosis
- chronic toxicosis
- exposure to toxins
- natural forms of poisoning
- artificial substances that can cause poisoning

Parasitology

- what parasites are
- types of parasites
- how animals become infected with parasites
- symptoms animals experience due to parasites
- life cycles of common parasites

Zoonotic diseases

- Hantavirus
- the plague
- anthrax
- ringworm

Holistic veterinary science

- acupuncture
- hydrotherapy
- herbs and botanicals
- essential oils

Recommended Instructional Components:

Veterinary Science: The Care of Animals is a fully online course. All readings, resources, activities and assessments take place within Canvas. Students must enroll in the course through Navigate, and receive a username and password to access the course. The course consists of 8 units: Introduction to Veterinary Science; Small Animal Medicine; Large Animal Medicine; Exotic Animal Medicine; Poisoning and Toxicology; Veterinary Parasitology; Zoonotic Diseases; Holistic Veterinary Science and Medicine.

Students answer text questions based on readings, answer lab questions based on online activities, participate in discussions in which they can interact with other students, and complete Unit Quizzes, a midterm exam and a final exam to demonstrate their learning.

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

First Assignment – 10% of overall course mark

Units 1-8 – 10% of overall course mark for each unit

Midterm Exam - 5% of overall course mark

Final Exam - 5% of overall course mark

Within Each Unit, there is equal weighting for the following three categories:

1. Text and Lab Questions

- Text questions check the student's comprehension of the readings and resources.
- Critical thinking questions encourage the student to consider their learning from the unit from a personal perspective, to make connections between what they have learned and their personal experiences, and to express their own opinion on the topics.
- Lab Questions are connected to an activity that explores a facet of the field of Veterinary Science, and encourage critical thinking
- Labs involve the exploration of an interactive website or video that relates to the learning outcomes covered in the unit. Students follow directions to explore the interactive websites, and then answer questions based on that exploration.

2. Discussions

- Discussions questions allow students to interact and share their thoughts on topics in Veterinary Science

3. Unit Quizzes

- Unit quizzes check comprehension of topics covered in units

Midterm and Final

- Midterm Exam – checks comprehension of units 1-4
- Final Exam checks comprehension of units 5-8

Learning Resources:

Teaching materials include readings contained within the content pages of the course, links to outside websites, and videos. In addition, students receive instructional support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Vietnamese 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn vocabulary, grammar, listening, reading, writing, and speaking. In Vietnamese 11, students further develop their language skills to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and their identity in relation to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply for enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have already completed our Introductory Vietnamese 11 course or would have similar background and ability in the language.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Vietnamese 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to continue studying their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Derive meaning in speech and a variety of other texts and contexts • Identify perspectives in texts • Use various strategies to increase understanding and produce oral and written language • Recognize how choice of words affects meaning • Narrate stories, both orally and in writing • Exchange ideas and information with growing fluency, both orally and in writing <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Investigate regional and ethnic diversity of the language and culture • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge • Engage in experiences with Vietnamese communities and people (where available) • Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Identify and explore educational and personal/professional opportunities requiring proficiency in Vietnamese 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – complex questions – sequence of events in stories – explanation and justification of opinions – points of view • past, present, and future time frames • language formality and etiquette • distinguishing features of major Vietnamese regional dialects • Vietnamese works of art • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Vietnamese 11

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **purposes:** e.g. to convince, inform, entertain
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements)
- **contexts:** e.g. differing in terms of audience, purpose, setting, formality/informality
- **perspectives:** A text can reflect the author’s personal point of view, which may include bias
- **strategies:** For example:
 - use circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - use contextual cues
 - interpret familiar words
- **choice of words:** words with close but not identical meanings
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression
 - Use multiple time frames
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity (e.g. a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories).
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **regional and ethnic diversity:** e.g. distinguishing features of major Vietnamese regional dialects, connections between language and culture
- **ways of knowing:** e.g. First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Vietnamese
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **educational and personal/ professional opportunities:** e.g. academic research, translation, international affairs, government, teaching, travel, study abroad

Content – Elaborations

- **sequence of events**
- **opinions**
- **points of view**
- **time frames**
- **language formality and etiquette:** For example:
 - elements of formal versus informal speech and writing
 - topic-specific jargon, abbreviations, and texting short forms
- **distinguishing features:** e.g. accents, idiomatic expressions, local slang vocabulary
- **works of art:** creative works (e.g. books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** a sense of place can be influenced by, for example, territory, food, clothing, and creative works
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Vietnamese 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Vietnamese using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 7: Friends and Social Life

Unit 8: Dining and Vacation

Unit 9: Home and Health

Unit 10: Life and World

Unit 11: Everyday Things

Unit 12: Places and Events

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 7 – 12 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Turkish 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn vocabulary, grammar, listening, reading, writing, and speaking. In Turkish 11, students further develop their language skills to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and their identity in relation to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply for enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have already completed our Introductory Turkish 11 course or would have similar background and ability in the language.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Turkish 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to continue studying their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Derive meaning in speech and a variety of other texts and contexts • Identify perspectives in texts • Use various strategies to increase understanding and produce oral and written language • Recognize how choice of words affects meaning • Narrate stories, both orally and in writing • Exchange ideas and information with growing fluency, both orally and in writing <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Investigate regional and ethnic diversity of the language and culture • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge • Engage in experiences with Turkish communities and people (where available) • Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Identify and explore educational and personal/professional opportunities requiring proficiency in Turkish 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – complex questions – sequence of events in stories – explanation and justification of opinions – points of view • past, present, and future time frames • language formality and etiquette • distinguishing features of major Turkish regional dialects • Turkish works of art • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Turkish 11

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **purposes:** e.g. to convince, inform, entertain
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements)
- **contexts:** e.g. differing in terms of audience, purpose, setting, formality/informality
- **perspectives:** A text can reflect the author’s personal point of view, which may include bias
- **strategies:** For example:
 - use circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - use contextual cues
 - interpret familiar words
- **choice of words:** words with close but not identical meanings
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression
 - Use multiple time frames
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity (e.g. a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories).
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **regional and ethnic diversity:** e.g. distinguishing features of major Turkish regional dialects, connections between language and culture
- **ways of knowing:** e.g. First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Turkish
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **educational and personal/ professional opportunities:** e.g. academic research, translation, international affairs, government, teaching, travel, study abroad

Content – Elaborations

- **sequence of events**
- **opinions**
- **points of view**
- **time frames**
- **language formality and etiquette:** For example:
 - elements of formal versus informal speech and writing
 - topic-specific jargon, abbreviations, and texting short forms
- **distinguishing features:** e.g. accents, idiomatic expressions, local slang vocabulary
- **works of art:** creative works (e.g. books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** a sense of place can be influenced by, for example, territory, food, clothing, and creative works
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Turkish 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Turkish using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 7: Friends and Social Life

Unit 8: Dining and Vacation

Unit 9: Home and Health

Unit 10: Life and World

Unit 11: Everyday Things

Unit 12: Places and Events

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 7 – 12 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Swedish 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn vocabulary, grammar, listening, reading, writing, and speaking. In Swedish 11, students further develop their language skills to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and their identity in relation to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply for enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have already completed our Introductory Swedish 11 course or would have similar background and ability in the language.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Swedish 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to continue studying their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Derive meaning in speech and a variety of other texts and contexts • Identify perspectives in texts • Use various strategies to increase understanding and produce oral and written language • Recognize how choice of words affects meaning • Narrate stories, both orally and in writing • Exchange ideas and information with growing fluency, both orally and in writing <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Investigate regional and ethnic diversity of the language and culture • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge • Engage in experiences with Swedish communities and people (where available) • Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Identify and explore educational and personal/professional opportunities requiring proficiency in Swedish 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – complex questions – sequence of events in stories – explanation and justification of opinions – points of view • past, present, and future time frames • language formality and etiquette • distinguishing features of major Swedish regional dialects • Swedish works of art • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Swedish 11

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **purposes:** e.g. to convince, inform, entertain
- **texts:** "Text" is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements)
- **contexts:** e.g. differing in terms of audience, purpose, setting, formality/informality
- **perspectives:** A text can reflect the author's personal point of view, which may include bias
- **strategies:** For example:
 - use circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - use contextual cues
 - interpret familiar words
- **choice of words:** words with close but not identical meanings
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression
 - Use multiple time frames
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity (e.g. a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories).
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **regional and ethnic diversity:** e.g. distinguishing features of major Swedish regional dialects, connections between language and culture
- **ways of knowing:** e.g. First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Swedish
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **educational and personal/ professional opportunities:** e.g. academic research, translation, international affairs, government, teaching, travel, study abroad

Content – Elaborations

- **sequence of events**
- **opinions**
- **points of view**
- **time frames**
- **language formality and etiquette:** For example:
 - elements of formal versus informal speech and writing
 - topic-specific jargon, abbreviations, and texting short forms
- **distinguishing features:** e.g. accents, idiomatic expressions, local slang vocabulary
- **works of art:** creative works (e.g. books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** a sense of place can be influenced by, for example, territory, food, clothing, and creative works
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Swedish 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Swedish using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 7: Friends and Social Life

Unit 8: Dining and Vacation

Unit 9: Home and Health

Unit 10: Life and World

Unit 11: Everyday Things

Unit 12: Places and Events

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 7 – 12 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Portuguese 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn vocabulary, grammar, listening, reading, writing, and speaking. In Portuguese 11, students further develop their language skills to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and their identity in relation to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply for enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have already completed our Introductory Portuguese 11 course or would have similar background and ability in the language.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Portuguese 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to continue studying their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Derive meaning in speech and a variety of other texts and contexts • Identify perspectives in texts • Use various strategies to increase understanding and produce oral and written language • Recognize how choice of words affects meaning • Narrate stories, both orally and in writing • Exchange ideas and information with growing fluency, both orally and in writing <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Investigate regional and ethnic diversity of the language and culture • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge • Engage in experiences with Portuguese communities and people (where available) • Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Identify and explore educational and personal/professional opportunities requiring proficiency in Portuguese 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> — complex questions — sequence of events in stories — explanation and justification of opinions — points of view • past, present, and future time frames • language formality and etiquette • distinguishing features of major Portuguese regional dialects • Portuguese works of art • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • ethics of cultural appropriation and plagiarism

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **purposes:** e.g. to convince, inform, entertain
- **texts:** "Text" is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements)
- **contexts:** e.g. differing in terms of audience, purpose, setting, formality/informality
- **perspectives:** A text can reflect the author's personal point of view, which may include bias
- **strategies:** For example:
 - use circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - use contextual cues
 - interpret familiar words
- **choice of words:** words with close but not identical meanings
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression
 - Use multiple time frames
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity (e.g. a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories).
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **regional and ethnic diversity:** e.g. distinguishing features of major Portuguese regional dialects, connections between language and culture
- **ways of knowing:** e.g. First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Portuguese
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **educational and personal/ professional opportunities:** e.g. academic research, translation, international affairs, government, teaching, travel, study abroad

Content – Elaborations

- **sequence of events**
- **opinions**
- **points of view**
- **time frames**
- **language formality and etiquette:** For example:
 - elements of formal versus informal speech and writing
 - topic-specific jargon, abbreviations, and texting short forms
- **distinguishing features:** e.g. accents, idiomatic expressions, local slang vocabulary
- **works of art:** creative works (e.g. books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** a sense of place can be influenced by, for example, territory, food, clothing, and creative works
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Portuguese 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Portuguese using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 7: Friends and Social Life

Unit 8: Dining and Vacation

Unit 9: Home and Health

Unit 10: Life and World

Unit 11: Everyday Things

Unit 12: Places and Events

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 7 – 12 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Polish 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn vocabulary, grammar, listening, reading, writing, and speaking. In Polish 11, students further develop their language skills to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and their identity in relation to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply for enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have already completed our Introductory Polish 11 course or would have similar background and ability in the language.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Polish 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to continue studying their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Derive meaning in speech and a variety of other texts and contexts • Identify perspectives in texts • Use various strategies to increase understanding and produce oral and written language • Recognize how choice of words affects meaning • Narrate stories, both orally and in writing • Exchange ideas and information with growing fluency, both orally and in writing <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Investigate regional and ethnic diversity of the language and culture • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge • Engage in experiences with Polish communities and people (where available) • Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Identify and explore educational and personal/professional opportunities requiring proficiency in Polish 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> — complex questions — sequence of events in stories — explanation and justification of opinions — points of view • past, present, and future time frames • language formality and etiquette • distinguishing features of major Polish regional dialects • Polish works of art • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Polish 11

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **purposes:** e.g. to convince, inform, entertain
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements)
- **contexts:** e.g. differing in terms of audience, purpose, setting, formality/informality
- **perspectives:** A text can reflect the author’s personal point of view, which may include bias
- **strategies:** For example:
 - use circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - use contextual cues
 - interpret familiar words
- **choice of words:** words with close but not identical meanings
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression
 - Use multiple time frames
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity (e.g. a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories).
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **regional and ethnic diversity:** e.g. distinguishing features of major Polish regional dialects, connections between language and culture
- **ways of knowing:** e.g. First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Polish
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **educational and personal/ professional opportunities:** e.g. academic research, translation, international affairs, government, teaching, travel, study abroad

Content – Elaborations

- **sequence of events**
- **opinions**
- **points of view**
- **time frames**
- **language formality and etiquette:** For example:
 - elements of formal versus informal speech and writing
 - topic-specific jargon, abbreviations, and texting short forms
- **distinguishing features:** e.g. accents, idiomatic expressions, local slang vocabulary
- **works of art:** creative works (e.g. books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** a sense of place can be influenced by, for example, territory, food, clothing, and creative works
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Polish 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Polish using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 7: Friends and Social Life

Unit 8: Dining and Vacation

Unit 9: Home and Health

Unit 10: Life and World

Unit 11: Everyday Things

Unit 12: Places and Events

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 7 – 12 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Persian 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn vocabulary, grammar, listening, reading, writing, and speaking. In Persian 11, students further develop their language skills to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and their identity in relation to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply for enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have already completed our Introductory Persian 11 course or would have similar background and ability in the language.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Persian 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to continue studying their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Derive meaning in speech and a variety of other texts and contexts • Identify perspectives in texts • Use various strategies to increase understanding and produce oral and written language • Recognize how choice of words affects meaning • Narrate stories, both orally and in writing • Exchange ideas and information with growing fluency, both orally and in writing <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Investigate regional and ethnic diversity of the language and culture • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge • Engage in experiences with Persian communities and people (where available) • Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Identify and explore educational and personal/professional opportunities requiring proficiency in Persian 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> — complex questions — sequence of events in stories — explanation and justification of opinions — points of view • past, present, and future time frames • language formality and etiquette • distinguishing features of major Persian regional dialects • Persian works of art • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Persian 11

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **purposes:** e.g. to convince, inform, entertain
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements)
- **contexts:** e.g. differing in terms of audience, purpose, setting, formality/informality
- **perspectives:** A text can reflect the author’s personal point of view, which may include bias
- **strategies:** For example:
 - use circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - use contextual cues
 - interpret familiar words
- **choice of words:** words with close but not identical meanings
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression
 - Use multiple time frames
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity (e.g. a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories).
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **regional and ethnic diversity:** e.g. distinguishing features of major Persian regional dialects, connections between language and culture
- **ways of knowing:** e.g. First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Persian
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **educational and personal/ professional opportunities:** e.g. academic research, translation, international affairs, government, teaching, travel, study abroad

Content – Elaborations

- **sequence of events**
- **opinions**
- **points of view**
- **time frames**
- **language formality and etiquette:** For example:
 - elements of formal versus informal speech and writing
 - topic-specific jargon, abbreviations, and texting short forms
- **distinguishing features:** e.g. accents, idiomatic expressions, local slang vocabulary
- **works of art:** creative works (e.g. books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** a sense of place can be influenced by, for example, territory, food, clothing, and creative works
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Persian 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Persian using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 7: Friends and Social Life

Unit 8: Dining and Vacation

Unit 9: Home and Health

Unit 10: Life and World

Unit 11: Everyday Things

Unit 12: Places and Events

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 7 – 12 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Latin 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn vocabulary, grammar, listening, reading, writing, and speaking. In Latin 11, students further develop their language skills. Additionally, students explore the culture, the history of the people and their identity in relation to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply for enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have already completed our Introductory Latin 11 course or would have similar background and ability in the language.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Latin 11, we are providing the opportunity for students who have a keen interest in learning this classical language to be able to do so.

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.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Derive meaning in speech and a variety of other texts and contexts • Identify perspectives in texts • Use various strategies to increase understanding and produce oral and written language • Recognize how choice of words affects meaning • Exchange ideas and information with growing fluency, both orally and in writing <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Investigate regional and ethnic diversity of the language and culture • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge • Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – complex questions – sequence of events in stories – explanation and justification of opinions – points of view • past, present, and future time frames • language formality and etiquette • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Latin 11

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **purposes:** e.g. to convince, inform, entertain
- **texts:** "Text" is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements)
- **contexts:** e.g. differing in terms of audience, purpose, setting, formality/informality
- **perspectives:** A text can reflect the author's personal point of view, which may include bias
- **strategies:** For example:
 - use circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - use contextual cues
 - interpret familiar words
- **choice of words:** words with close but not identical meanings
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression
 - Use multiple time frames
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity (e.g. a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories).
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **ways of knowing:** e.g. First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **cultural lens:** e.g. values, practices, traditions, perceptions

Content – Elaborations

- **sequence of events**
- **opinions**
- **points of view**
- **time frames**

Content – Elaborations

- **language formality and etiquette:** For example:
 - elements of formal versus informal speech and writing
 - topic-specific jargon, abbreviations, and texting short forms
- **works of art:** creative works (e.g. books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **place:** a sense of place can be influenced by, for example, territory, food, clothing, and creative works
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Latin 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Latin using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 7: Friends and Social Life

Unit 8: Dining and Vacation

Unit 9: Home and Health

Unit 10: Life and World

Unit 11: Everyday Things

Unit 12: Places and Events

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 7 – 12 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Irish 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn vocabulary, grammar, listening, reading, writing, and speaking. In Irish 11, students further develop their language skills to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and their identity in relation to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply for enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have already completed our Introductory Irish 11 course or would have similar background and ability in the language.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Irish 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to continue studying their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Derive meaning in speech and a variety of other texts and contexts • Identify perspectives in texts • Use various strategies to increase understanding and produce oral and written language • Recognize how choice of words affects meaning • Narrate stories, both orally and in writing • Exchange ideas and information with growing fluency, both orally and in writing <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Investigate regional and ethnic diversity of the language and culture • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge • Engage in experiences with Irish communities and people (where available) • Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Identify and explore educational and personal/professional opportunities requiring proficiency in Irish 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> — complex questions — sequence of events in stories — explanation and justification of opinions — points of view • past, present, and future time frames • language formality and etiquette • distinguishing features of major Irish regional dialects • Irish works of art • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • ethics of cultural appropriation and plagiarism

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **purposes:** e.g. to convince, inform, entertain
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements)
- **contexts:** e.g. differing in terms of audience, purpose, setting, formality/informality
- **perspectives:** A text can reflect the author’s personal point of view, which may include bias
- **strategies:** For example:
 - use circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - use contextual cues
 - interpret familiar words
- **choice of words:** words with close but not identical meanings
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression
 - Use multiple time frames
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity (e.g. a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories).
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **regional and ethnic diversity:** e.g. distinguishing features of major Irish regional dialects, connections between language and culture
- **ways of knowing:** e.g. First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Irish
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **educational and personal/ professional opportunities:** e.g. academic research, translation, international affairs, government, teaching, travel, study abroad

Content – Elaborations

- **sequence of events**
- **opinions**
- **points of view**
- **time frames**
- **language formality and etiquette:** For example:
 - elements of formal versus informal speech and writing
 - topic-specific jargon, abbreviations, and texting short forms
- **distinguishing features:** e.g. accents, idiomatic expressions, local slang vocabulary
- **works of art:** creative works (e.g. books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** a sense of place can be influenced by, for example, territory, food, clothing, and creative works
- **cultural appropriation:** use of a cultural motif, theme, "voice," image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Irish 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Irish using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 7: Friends and Social Life

Unit 8: Dining and Vacation

Unit 9: Home and Health

Unit 10: Life and World

Unit 11: Everyday Things

Unit 12: Places and Events

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 7 – 12 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Hindi 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn vocabulary, grammar, listening, reading, writing, and speaking. In Hindi 11, students further develop their language skills to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and their identity in relation to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply for enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have already completed our Introductory Hindi 11 course or would have similar background and ability in the language.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Hindi 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to continue studying their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Derive meaning in speech and a variety of other texts and contexts • Identify perspectives in texts • Use various strategies to increase understanding and produce oral and written language • Recognize how choice of words affects meaning • Narrate stories, both orally and in writing • Exchange ideas and information with growing fluency, both orally and in writing <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Investigate regional and ethnic diversity of the language and culture • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge • Engage in experiences with Hindi communities and people (where available) • Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Identify and explore educational and personal/professional opportunities requiring proficiency in Hindi 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – complex questions – sequence of events in stories – explanation and justification of opinions – points of view • past, present, and future time frames • language formality and etiquette • distinguishing features of major Hindi regional dialects • Hindi works of art • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • ethics of cultural appropriation and plagiarism

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **purposes:** e.g. to convince, inform, entertain
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements)
- **contexts:** e.g. differing in terms of audience, purpose, setting, formality/informality
- **perspectives:** A text can reflect the author’s personal point of view, which may include bias
- **strategies:** For example:
 - use circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - use contextual cues
 - interpret familiar words
- **choice of words:** words with close but not identical meanings
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression
 - Use multiple time frames
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity (e.g. a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories).
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **regional and ethnic diversity:** e.g. distinguishing features of major Hindi regional dialects, connections between language and culture
- **ways of knowing:** e.g. First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Hindi
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **educational and personal/ professional opportunities:** e.g. academic research, translation, international affairs, government, teaching, travel, study abroad

Content – Elaborations

- **sequence of events**
- **opinions**
- **points of view**
- **time frames**
- **language formality and etiquette:** For example:
 - elements of formal versus informal speech and writing
 - topic-specific jargon, abbreviations, and texting short forms
- **distinguishing features:** e.g. accents, idiomatic expressions, local slang vocabulary
- **works of art:** creative works (e.g. books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** a sense of place can be influenced by, for example, territory, food, clothing, and creative works
- **cultural appropriation:** use of a cultural motif, theme, "voice," image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Hindi 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Hindi using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 7: Friends and Social Life

Unit 8: Dining and Vacation

Unit 9: Home and Health

Unit 10: Life and World

Unit 11: Everyday Things

Unit 12: Places and Events

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 7 – 12 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Hebrew 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn vocabulary, grammar, listening, reading, writing, and speaking. In Hebrew 11, students further develop their language skills to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and their identity in relation to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply for enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have already completed our Introductory Hebrew 11 course or would have similar background and ability in the language.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Hebrew 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to continue studying their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Derive meaning in speech and a variety of other texts and contexts • Identify perspectives in texts • Use various strategies to increase understanding and produce oral and written language • Recognize how choice of words affects meaning • Narrate stories, both orally and in writing • Exchange ideas and information with growing fluency, both orally and in writing <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Investigate regional and ethnic diversity of the language and culture • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge • Engage in experiences with Hebrew communities and people (where available) • Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Identify and explore educational and personal/professional opportunities requiring proficiency in Hebrew 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> — complex questions — sequence of events in stories — explanation and justification of opinions — points of view • past, present, and future time frames • language formality and etiquette • distinguishing features of major Hebrew regional dialects • Hebrew works of art • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Hebrew 11

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **purposes:** e.g. to convince, inform, entertain
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements)
- **contexts:** e.g. differing in terms of audience, purpose, setting, formality/informality
- **perspectives:** A text can reflect the author’s personal point of view, which may include bias
- **strategies:** For example:
 - use circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - use contextual cues
 - interpret familiar words
- **choice of words:** words with close but not identical meanings
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression
 - Use multiple time frames
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity (e.g. a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories).
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **regional and ethnic diversity:** e.g. distinguishing features of major Hebrew regional dialects, connections between language and culture
- **ways of knowing:** e.g. First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Hebrew
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **educational and personal/ professional opportunities:** e.g. academic research, translation, international affairs, government, teaching, travel, study abroad

Content – Elaborations

- **sequence of events**
- **opinions**
- **points of view**
- **time frames**
- **language formality and etiquette:** For example:
 - elements of formal versus informal speech and writing
 - topic-specific jargon, abbreviations, and texting short forms
- **distinguishing features:** e.g. accents, idiomatic expressions, local slang vocabulary
- **works of art:** creative works (e.g. books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** a sense of place can be influenced by, for example, territory, food, clothing, and creative works
- **cultural appropriation:** use of a cultural motif, theme, "voice," image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Hebrew 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Hebrew using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 7: Friends and Social Life

Unit 8: Dining and Vacation

Unit 9: Home and Health

Unit 10: Life and World

Unit 11: Everyday Things

Unit 12: Places and Events

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 7 – 12 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Greek 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn vocabulary, grammar, listening, reading, writing, and speaking. In Greek 11, students further develop their language skills to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and their identity in relation to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply for enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have already completed our Introductory Greek 11 course or would have similar background and ability in the language.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Greek 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to continue studying their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Derive meaning in speech and a variety of other texts and contexts • Identify perspectives in texts • Use various strategies to increase understanding and produce oral and written language • Recognize how choice of words affects meaning • Narrate stories, both orally and in writing • Exchange ideas and information with growing fluency, both orally and in writing <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Investigate regional and ethnic diversity of the language and culture • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge • Engage in experiences with Greek communities and people (where available) • Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Identify and explore educational and personal/professional opportunities requiring proficiency in Greek 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> — complex questions — sequence of events in stories — explanation and justification of opinions — points of view • past, present, and future time frames • language formality and etiquette • distinguishing features of major Greek regional dialects • Greek works of art • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Greek 11

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **purposes:** e.g. to convince, inform, entertain
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements)
- **contexts:** e.g. differing in terms of audience, purpose, setting, formality/informality
- **perspectives:** A text can reflect the author’s personal point of view, which may include bias
- **strategies:** For example:
 - use circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - use contextual cues
 - interpret familiar words
- **choice of words:** words with close but not identical meanings
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression
 - Use multiple time frames
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity (e.g. a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories).
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **regional and ethnic diversity:** e.g. distinguishing features of major Greek regional dialects, connections between language and culture
- **ways of knowing:** e.g. First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Greek
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **educational and personal/ professional opportunities:** e.g. academic research, translation, international affairs, government, teaching, travel, study abroad

Content – Elaborations

- **sequence of events**
- **opinions**
- **points of view**
- **time frames**
- **language formality and etiquette:** For example:
 - elements of formal versus informal speech and writing
 - topic-specific jargon, abbreviations, and texting short forms
- **distinguishing features:** e.g. accents, idiomatic expressions, local slang vocabulary
- **works of art:** creative works (e.g. books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** a sense of place can be influenced by, for example, territory, food, clothing, and creative works
- **cultural appropriation:** use of a cultural motif, theme, "voice," image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Greek 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Greek using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 7: Friends and Social Life

Unit 8: Dining and Vacation

Unit 9: Home and Health

Unit 10: Life and World

Unit 11: Everyday Things

Unit 12: Places and Events

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 7 – 12 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Filipino 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn vocabulary, grammar, listening, reading, writing, and speaking. In Filipino 11, students further develop their language skills to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and their identity in relation to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply for enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have already completed our Introductory Filipino 11 course or would have similar background and ability in the language.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Filipino 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to continue studying their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Derive meaning in speech and a variety of other texts and contexts • Identify perspectives in texts • Use various strategies to increase understanding and produce oral and written language • Recognize how choice of words affects meaning • Narrate stories, both orally and in writing • Exchange ideas and information with growing fluency, both orally and in writing <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Investigate regional and ethnic diversity of the language and culture • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge • Engage in experiences with Filipino communities and people (where available) • Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Identify and explore educational and personal/professional opportunities requiring proficiency in Filipino 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> — complex questions — sequence of events in stories — explanation and justification of opinions — points of view • past, present, and future time frames • language formality and etiquette • distinguishing features of major Filipino regional dialects • Filipino works of art • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • ethics of cultural appropriation and plagiarism

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **purposes:** e.g. to convince, inform, entertain
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements)
- **contexts:** e.g. differing in terms of audience, purpose, setting, formality/informality
- **perspectives:** A text can reflect the author’s personal point of view, which may include bias
- **strategies:** For example:
 - use circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - use contextual cues
 - interpret familiar words
- **choice of words:** words with close but not identical meanings
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression
 - Use multiple time frames
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity (e.g. a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories).
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **regional and ethnic diversity:** e.g. distinguishing features of major Filipino regional dialects, connections between language and culture
- **ways of knowing:** e.g. First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Filipino
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **educational and personal/ professional opportunities:** e.g. academic research, translation, international affairs, government, teaching, travel, study abroad

Content – Elaborations

- **sequence of events**
- **opinions**
- **points of view**
- **time frames**
- **language formality and etiquette:** For example:
 - elements of formal versus informal speech and writing
 - topic-specific jargon, abbreviations, and texting short forms
- **distinguishing features:** e.g. accents, idiomatic expressions, local slang vocabulary
- **works of art:** creative works (e.g. books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** a sense of place can be influenced by, for example, territory, food, clothing, and creative works
- **cultural appropriation:** use of a cultural motif, theme, "voice," image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Filipino 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Filipino using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 7: Friends and Social Life

Unit 8: Dining and Vacation

Unit 9: Home and Health

Unit 10: Life and World

Unit 11: Everyday Things

Unit 12: Places and Events

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 7 – 12 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Dutch 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn vocabulary, grammar, listening, reading, writing, and speaking. In Dutch 11, students further develop their language skills to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and their identity in relation to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply for enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have already completed our Introductory Dutch 11 course or would have similar background and ability in the language.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Dutch 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to continue studying their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Derive meaning in speech and a variety of other texts and contexts • Identify perspectives in texts • Use various strategies to increase understanding and produce oral and written language • Recognize how choice of words affects meaning • Narrate stories, both orally and in writing • Exchange ideas and information with growing fluency, both orally and in writing <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Investigate regional and ethnic diversity of the language and culture • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge • Engage in experiences with Dutch communities and people (where available) • Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Identify and explore educational and personal/professional opportunities requiring proficiency in Dutch 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasingly complex vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> — complex questions — sequence of events in stories — explanation and justification of opinions — points of view • past, present, and future time frames • language formality and etiquette • distinguishing features of major Dutch regional dialects • Dutch works of art • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Dutch 11

- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **purposes:** e.g. to convince, inform, entertain
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements)
- **contexts:** e.g. differing in terms of audience, purpose, setting, formality/informality
- **perspectives:** A text can reflect the author’s personal point of view, which may include bias
- **strategies:** For example:
 - use circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - use contextual cues
 - interpret familiar words
- **choice of words:** words with close but not identical meanings
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression
 - Use multiple time frames
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity (e.g. a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories).
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **regional and ethnic diversity:** e.g. distinguishing features of major Dutch regional dialects, connections between language and culture
- **ways of knowing:** e.g. First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Dutch
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **educational and personal/ professional opportunities:** e.g. academic research, translation, international affairs, government, teaching, travel, study abroad

Content – Elaborations

- **sequence of events**
- **opinions**
- **points of view**
- **time frames**
- **language formality and etiquette:** For example:
 - elements of formal versus informal speech and writing
 - topic-specific jargon, abbreviations, and texting short forms
- **distinguishing features:** e.g. accents, idiomatic expressions, local slang vocabulary
- **works of art:** creative works (e.g. books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** a sense of place can be influenced by, for example, territory, food, clothing, and creative works
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

Dutch 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Dutch using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 7: Friends and Social Life

Unit 8: Dining and Vacation

Unit 9: Home and Health

Unit 10: Life and World

Unit 11: Everyday Things

Unit 12: Places and Events

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 7 – 12 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introductory Vietnamese 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn the essential elements of the language. Students develop their skills in speaking, listening, reading and writing to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and the stories related to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have limited to no background in Vietnamese prior to enrolment.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Introductory Vietnamese 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to study their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Stories help us to acquire language and **understand the world** around us.

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

Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity.

Acquiring a new language provides a unique opportunity to access and interact with diverse communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between Vietnamese letter patterns, pronunciation, intonation, tone of voice, and meaning Comprehend key information and supporting details in texts Use language-learning strategies to increase understanding Narrate stories, both orally and in writing Exchange ideas and information, both orally and in writing Seek clarification and verify meaning Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge Engage in experiences with Vietnamese people and communities (where available) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Vietnamese phonemes Vietnamese letter patterns First Peoples perspectives connecting language and culture, including oral histories, identity, and place common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions time and frequency descriptions of people, objects, places, and personal interests comparisons sequence of events needs, opinions, and preferences cultural aspects of Vietnamese communities around the world past, present, and future time frames elements of common texts and stories Vietnamese works of art ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Introductory Vietnamese 11

- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **letter patterns, pronunciation**
- **intonation, tone of voice**
- **key information:** answers to questions
- **texts:** "Text" is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined.
- **language-learning strategies:** e.g. interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate**
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **ways of knowing:** e.g. First Nations, and/or gender-related, subject/discipline-specific, cultural, embodied, and intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Vietnamese

Content – Elaborations

- **phonemes:** individual speech sounds
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **questions**
- **time and frequency**

Content – Elaborations

- **comparisons**
- **sequence of events**
- **preferences**
- **cultural aspects** e.g. celebrations, festivals, food, geography, history, population, territory, traditions
- **Vietnamese communities:** in communities around the world
- **elements of common texts and stories**
- **works of art:** e.g. creative works in visual arts, dance, drama, music

Recommended Instructional Components:

Introductory Vietnamese 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Vietnamese using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 1: Language Basics

Unit 2: Greetings and Introductions

Unit 3: Work and School

Unit 4: Shopping

Unit 5: Travel

Unit 6: Past and Future

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 1 – 6 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introductory Turkish 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn the essential elements of the language. Students develop their skills in speaking, listening, reading and writing to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and the stories related to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have limited to no background in Turkish prior to enrolment.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Introductory Turkish 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to study their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Stories help us to acquire language and **understand the world** around us.

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

Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity.

Acquiring a new language provides a unique opportunity to access and interact with diverse communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between Turkish letter patterns, pronunciation, intonation, tone of voice, and meaning Comprehend key information and supporting details in texts Use language-learning strategies to increase understanding Narrate stories, both orally and in writing Exchange ideas and information, both orally and in writing Seek clarification and verify meaning Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge Engage in experiences with Turkish people and communities (where available) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Turkish phonemes Turkish letter patterns First Peoples perspectives connecting language and culture, including oral histories, identity, and place common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions time and frequency descriptions of people, objects, places, and personal interests comparisons sequence of events needs, opinions, and preferences cultural aspects of Turkish communities around the world past, present, and future time frames elements of common texts and stories Turkish works of art ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Introductory Turkish 11

- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **letter patterns, pronunciation**
- **intonation, tone of voice**
- **key information:** answers to questions
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined.
- **language-learning strategies:** e.g. interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate**
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **ways of knowing:** e.g. First Nations, and/or gender-related, subject/discipline-specific, cultural, embodied, and intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Turkish

Content – Elaborations

- **phonemes:** individual speech sounds
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **questions**
- **time and frequency**

Content – Elaborations

- **comparisons**
- **sequence of events**
- **preferences**
- **cultural aspects** e.g. celebrations, festivals, food, geography, history, population, territory, traditions
- **Turkish communities:** in communities around the world
- **elements of common texts and stories**
- **works of art:** e.g. creative works in visual arts, dance, drama, music

Recommended Instructional Components:

Introductory Turkish 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Turkish using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 1: Language Basics

Unit 2: Greetings and Introductions

Unit 3: Work and School

Unit 4: Shopping

Unit 5: Travel

Unit 6: Past and Future

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 1 – 6 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introductory Swedish 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn the essential elements of the language. Students develop their skills in speaking, listening, reading and writing to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and the stories related to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have limited to no background in Swedish prior to enrolment.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Introductory Swedish 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to study their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Stories help us to acquire language and **understand the world** around us.

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

Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity.

Acquiring a new language provides a unique opportunity to access and interact with diverse communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between Swedish letter patterns, pronunciation, intonation, tone of voice, and meaning Comprehend key information and supporting details in texts Use language-learning strategies to increase understanding Narrate stories, both orally and in writing Exchange ideas and information, both orally and in writing Seek clarification and verify meaning Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge Engage in experiences with Swedish people and communities (where available) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Swedish phonemes Swedish letter patterns First Peoples perspectives connecting language and culture, including oral histories, identity, and place common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions time and frequency descriptions of people, objects, places, and personal interests comparisons sequence of events needs, opinions, and preferences cultural aspects of Swedish communities around the world past, present, and future time frames elements of common texts and stories Swedish works of art ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Introductory Swedish 11

- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **letter patterns, pronunciation**
- **intonation, tone of voice**
- **key information:** answers to questions
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined.
- **language-learning strategies:** e.g. interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate**
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **ways of knowing:** e.g. First Nations, and/or gender-related, subject/discipline-specific, cultural, embodied, and intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Swedish

Content – Elaborations

- **phonemes:** individual speech sounds
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **questions**
- **time and frequency**

Content – Elaborations

- **comparisons**
- **sequence of events**
- **preferences**
- **cultural aspects** e.g. celebrations, festivals, food, geography, history, population, territory, traditions
- **Swedish communities:** in communities around the world
- **elements of common texts and stories**
- **works of art:** e.g. creative works in visual arts, dance, drama, music

Recommended Instructional Components:

Introductory Swedish 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Swedish using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 1: Language Basics

Unit 2: Greetings and Introductions

Unit 3: Work and School

Unit 4: Shopping

Unit 5: Travel

Unit 6: Past and Future

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 1 – 6 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introductory Portuguese 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn the essential elements of the language. Students develop their skills in speaking, listening, reading and writing to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and the stories related to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have limited to no background in Portuguese prior to enrolment.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Introductory Portuguese 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to study their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Stories help us to acquire language and **understand the world** around us.

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

Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity.

Acquiring a new language provides a unique opportunity to access and interact with diverse communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between Portuguese letter patterns, pronunciation, intonation, tone of voice, and meaning Comprehend key information and supporting details in texts Use language-learning strategies to increase understanding Narrate stories, both orally and in writing Exchange ideas and information, both orally and in writing Seek clarification and verify meaning Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge Engage in experiences with Portuguese people and communities (where available) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Portuguese phonemes Portuguese letter patterns First Peoples perspectives connecting language and culture, including oral histories, identity, and place common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions time and frequency descriptions of people, objects, places, and personal interests comparisons sequence of events needs, opinions, and preferences cultural aspects of Portuguese communities around the world past, present, and future time frames elements of common texts and stories Portuguese works of art ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Introductory Portuguese 11

- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **letter patterns, pronunciation**
- **intonation, tone of voice**
- **key information:** answers to questions
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined.
- **language-learning strategies:** e.g. interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate**
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **ways of knowing:** e.g. First Nations, and/or gender-related, subject/discipline-specific, cultural, embodied, and intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Portuguese

Content – Elaborations

- **phonemes:** individual speech sounds
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **questions**
- **time and frequency**

Content – Elaborations

- **comparisons**
- **sequence of events**
- **preferences**
- **cultural aspects** e.g. celebrations, festivals, food, geography, history, population, territory, traditions
- **Portuguese communities:** in communities around the world
- **elements of common texts and stories**
- **works of art:** e.g. creative works in visual arts, dance, drama, music

Recommended Instructional Components:

Introductory Portuguese 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Portuguese using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 1: Language Basics

Unit 2: Greetings and Introductions

Unit 3: Work and School

Unit 4: Shopping

Unit 5: Travel

Unit 6: Past and Future

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 1 – 6 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introductory Polish 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn the essential elements of the language. Students develop their skills in speaking, listening, reading and writing to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and the stories related to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have limited to no background in Polish prior to enrolment.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Introductory Polish 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to study their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Stories help us to acquire language and **understand the world** around us.

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

Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity.

Acquiring a new language provides a unique opportunity to access and interact with diverse communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between Polish letter patterns, pronunciation, intonation, tone of voice, and meaning Comprehend key information and supporting details in texts Use language-learning strategies to increase understanding Narrate stories, both orally and in writing Exchange ideas and information, both orally and in writing Seek clarification and verify meaning Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge Engage in experiences with Polish people and communities (where available) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Polish phonemes Polish letter patterns First Peoples perspectives connecting language and culture, including oral histories, identity, and place common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions time and frequency descriptions of people, objects, places, and personal interests comparisons sequence of events needs, opinions, and preferences cultural aspects of Polish communities around the world past, present, and future time frames elements of common texts and stories Polish works of art ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Introductory Polish 11

- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **letter patterns, pronunciation**
- **intonation, tone of voice**
- **key information:** answers to questions
- **texts:** "Text" is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined.
- **language-learning strategies:** e.g. interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate**
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **ways of knowing:** e.g. First Nations, and/or gender-related, subject/discipline-specific, cultural, embodied, and intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Polish

Content – Elaborations

- **phonemes:** individual speech sounds
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **questions**
- **time and frequency**

Content – Elaborations

- **comparisons**
- **sequence of events**
- **preferences**
- **cultural aspects** e.g. celebrations, festivals, food, geography, history, population, territory, traditions
- **Polish communities:** in communities around the world
- **elements of common texts and stories**
- **works of art:** e.g. creative works in visual arts, dance, drama, music

Recommended Instructional Components:

Introductory Polish 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Polish using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 1: Language Basics

Unit 2: Greetings and Introductions

Unit 3: Work and School

Unit 4: Shopping

Unit 5: Travel

Unit 6: Past and Future

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 1 – 6 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introductory Persian 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn the essential elements of the language. Students develop their skills in speaking, listening, reading and writing to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and the stories related to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have limited to no background in Persian prior to enrolment.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Introductory Persian 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to study their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Stories help us to acquire language and **understand the world** around us.

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

Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity.

Acquiring a new language provides a unique opportunity to access and interact with diverse communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Recognize the relationships between Persian letter patterns, pronunciation, intonation, tone of voice, and meaning • Comprehend key information and supporting details in texts • Use language-learning strategies to increase understanding • Narrate stories, both orally and in writing • Exchange ideas and information, both orally and in writing • Seek clarification and verify meaning • Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge • Engage in experiences with Persian people and communities (where available) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Persian phonemes • Persian letter patterns • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – types of questions – time and frequency – descriptions of people, objects, places, and personal interests – comparisons – sequence of events – needs, opinions, and preferences • cultural aspects of Persian communities around the world • past, present, and future time frames • elements of common texts and stories • Persian works of art • ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Introductory Persian 11

- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **letter patterns, pronunciation**
- **intonation, tone of voice**
- **key information:** answers to questions
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined.
- **language-learning strategies:** e.g. interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate**
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **ways of knowing:** e.g. First Nations, and/or gender-related, subject/discipline-specific, cultural, embodied, and intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Persian

Content – Elaborations

- **phonemes:** individual speech sounds
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **questions**
- **time and frequency**

Content – Elaborations

- **comparisons**
- **sequence of events**
- **preferences**
- **cultural aspects** e.g. celebrations, festivals, food, geography, history, population, territory, traditions
- **Persian communities:** in communities around the world
- **elements of common texts and stories**
- **works of art:** e.g. creative works in visual arts, dance, drama, music

Recommended Instructional Components:

Introductory Persian 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Persian using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 1: Language Basics

Unit 2: Greetings and Introductions

Unit 3: Work and School

Unit 4: Shopping

Unit 5: Travel

Unit 6: Past and Future

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 1 – 6 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introductory Latin 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn the essential elements of the language. Students develop their skills in speaking, listening, reading and writing in this course. Additionally, students explore the culture, the people and the stories related to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have limited to no background in Latin prior to enrolment.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Introductory Latin 11, we are providing the opportunity for students who have a keen interest in learning this classical language to be able to do so.

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.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Stories help us to acquire language and **understand the world** around us.

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

Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity.

Acquiring a new language provides a unique opportunity to access and interact with diverse communities.

Learning Standards

Curricular Competencies

Students are expected to do the following:

Thinking and communicating

- Recognize the relationships between Latin **letter patterns, pronunciation, intonation, tone of voice**, and meaning
- Comprehend **key information** and supporting details in **texts**
- Use **language-learning strategies** to increase understanding
- **Narrate** stories, both orally and in writing
- **Exchange ideas** and information, both orally and in writing
- **Seek clarification and verify** meaning
- Share information using the **presentation format** best suited to their own and others' diverse abilities

Personal and social awareness

- Consider personal, shared, and others' experiences, perspectives, and worldviews through a **cultural lens**
- Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge

Content

Students are expected to know the following:

- Latin **phonemes**
- Latin letter patterns
- First Peoples perspectives connecting language and culture, including **oral histories, identity, and place**
- common, high-frequency vocabulary, sentence structures, and expressions, including:
 - types of **questions**
 - **time and frequency**
 - descriptions of people, objects, places, and personal interests
 - **comparisons**
 - needs, opinions, and **preferences**
- **cultural aspects** of **Latin communities** around the world
- past, present, and future **time frames**
- **elements of common texts and stories**
- ethics of **cultural appropriation** and plagiarism

Big Ideas – Elaborations

Introductory Latin 11

- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **letter patterns, pronunciation**
- **intonation, tone of voice**
- **key information:** answers to questions
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined.
- **language-learning strategies:** e.g. interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate**
- **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **ways of knowing:** e.g. First Nations, and/or gender-related, subject/discipline-specific, cultural, embodied, and intuitive

Content – Elaborations

- **phonemes:** individual speech sounds
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **questions**
- **time and frequency**
- **comparisons**
- **sequence of events**
- **preferences**

Recommended Instructional Components:

Introductory Latin 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)
Communicative Learning (six units of Rosetta Stone)
Extended Learning (stories and games)
Creative Works project
Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Latin using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 1: Language Basics
Unit 2: Greetings and Introductions
Unit 3: Work and School
Unit 4: Shopping
Unit 5: Travel
Unit 6: Past and Future

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

First Assignment (10%)
Communicative Learning Component – Rosetta Stone Units 1 – 6 (66%)
Rosetta Stone Extended Learning - Read & Play (8%)
Creative Works Component (8%)
Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introductory Irish 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn the essential elements of the language. Students develop their skills in speaking, listening, reading and writing to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and the stories related to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have limited to no background in Irish prior to enrolment.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Introductory Irish 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to study their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Stories help us to acquire language and **understand the world** around us.

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

Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity.

Acquiring a new language provides a unique opportunity to access and interact with diverse communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between Irish letter patterns, pronunciation, intonation, tone of voice, and meaning Comprehend key information and supporting details in texts Use language-learning strategies to increase understanding Narrate stories, both orally and in writing Exchange ideas and information, both orally and in writing Seek clarification and verify meaning Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge Engage in experiences with Irish people and communities (where available) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Irish phonemes Irish letter patterns First Peoples perspectives connecting language and culture, including oral histories, identity, and place common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions time and frequency descriptions of people, objects, places, and personal interests comparisons sequence of events needs, opinions, and preferences cultural aspects of Irish communities around the world past, present, and future time frames elements of common texts and stories Irish works of art ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Introductory Irish 11

- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **letter patterns, pronunciation**
- **intonation, tone of voice**
- **key information:** answers to questions
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined.
- **language-learning strategies:** e.g. interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate**
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **ways of knowing:** e.g. First Nations, and/or gender-related, subject/discipline-specific, cultural, embodied, and intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Irish

Content – Elaborations

- **phonemes:** individual speech sounds
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **questions**
- **time and frequency**

Content – Elaborations

- **comparisons**
- **sequence of events**
- **preferences**
- **cultural aspects** e.g. celebrations, festivals, food, geography, history, population, territory, traditions
- **Irish communities:** in communities around the world
- **elements of common texts and stories**
- **works of art:** e.g. creative works in visual arts, dance, drama, music

Recommended Instructional Components:

Introductory Irish 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Irish using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 1: Language Basics

Unit 2: Greetings and Introductions

Unit 3: Work and School

Unit 4: Shopping

Unit 5: Travel

Unit 6: Past and Future

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 1 – 6 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introductory Hindi 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn the essential elements of the language. Students develop their skills in speaking, listening, reading and writing to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and the stories related to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have limited to no background in Hindi prior to enrolment.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Introductory Hindi 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to study their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Stories help us to acquire language and **understand the world** around us.

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

Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity.

Acquiring a new language provides a unique opportunity to access and interact with diverse communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between Hindi letter patterns, pronunciation, intonation, tone of voice, and meaning Comprehend key information and supporting details in texts Use language-learning strategies to increase understanding Narrate stories, both orally and in writing Exchange ideas and information, both orally and in writing Seek clarification and verify meaning Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge Engage in experiences with Hindi people and communities (where available) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Hindi phonemes Hindi letter patterns First Peoples perspectives connecting language and culture, including oral histories, identity, and place common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions time and frequency descriptions of people, objects, places, and personal interests comparisons sequence of events needs, opinions, and preferences cultural aspects of Hindi communities around the world past, present, and future time frames elements of common texts and stories Hindi works of art ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Introductory Hindi 11

- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **letter patterns, pronunciation**
- **intonation, tone of voice**
- **key information:** answers to questions
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined.
- **language-learning strategies:** e.g. interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate**
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **ways of knowing:** e.g. First Nations, and/or gender-related, subject/discipline-specific, cultural, embodied, and intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Hindi

Content – Elaborations

- **phonemes:** individual speech sounds
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **questions**
- **time and frequency**

Content – Elaborations

- **comparisons**
- **sequence of events**
- **preferences**
- **cultural aspects** e.g. celebrations, festivals, food, geography, history, population, territory, traditions
- **Hindi communities:** in communities around the world
- **elements of common texts and stories**
- **works of art:** e.g. creative works in visual arts, dance, drama, music

Recommended Instructional Components:

Introductory Hindi 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Hindi using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 1: Language Basics

Unit 2: Greetings and Introductions

Unit 3: Work and School

Unit 4: Shopping

Unit 5: Travel

Unit 6: Past and Future

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 1 – 6 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introductory Hebrew 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn the essential elements of the language. Students develop their skills in speaking, listening, reading and writing to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and the stories related to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have limited to no background in Hebrew prior to enrolment.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Introductory Hebrew 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to study their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Stories help us to acquire language and **understand the world** around us.

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

Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity.

Acquiring a new language provides a unique opportunity to access and interact with diverse communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between Hebrew letter patterns, pronunciation, intonation, tone of voice, and meaning Comprehend key information and supporting details in texts Use language-learning strategies to increase understanding Narrate stories, both orally and in writing Exchange ideas and information, both orally and in writing Seek clarification and verify meaning Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge Engage in experiences with Hebrew people and communities (where available) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Hebrew phonemes Hebrew letter patterns First Peoples perspectives connecting language and culture, including oral histories, identity, and place common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions time and frequency descriptions of people, objects, places, and personal interests comparisons sequence of events needs, opinions, and preferences cultural aspects of Hebrew communities around the world past, present, and future time frames elements of common texts and stories Hebrew works of art ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Introductory Hebrew 11

- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **letter patterns, pronunciation**
- **intonation, tone of voice**
- **key information:** answers to questions
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined.
- **language-learning strategies:** e.g. interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate**
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **ways of knowing:** e.g. First Nations, and/or gender-related, subject/discipline-specific, cultural, embodied, and intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Hebrew

Content – Elaborations

- **phonemes:** individual speech sounds
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **questions**
- **time and frequency**

Content – Elaborations

- **comparisons**
- **sequence of events**
- **preferences**
- **cultural aspects** e.g. celebrations, festivals, food, geography, history, population, territory, traditions
- **Hebrew communities:** in communities around the world
- **elements of common texts and stories**
- **works of art:** e.g. creative works in visual arts, dance, drama, music

Recommended Instructional Components:

Introductory Hebrew 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Hebrew using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 1: Language Basics

Unit 2: Greetings and Introductions

Unit 3: Work and School

Unit 4: Shopping

Unit 5: Travel

Unit 6: Past and Future

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 1 – 6 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introductory Greek 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn the essential elements of the language. Students develop their skills in speaking, listening, reading and writing to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and the stories related to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have limited to no background in Greek prior to enrolment.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Introductory Greek 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to study their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Stories help us to acquire language and **understand the world** around us.

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

Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity.

Acquiring a new language provides a unique opportunity to access and interact with diverse communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between Greek letter patterns, pronunciation, intonation, tone of voice, and meaning Comprehend key information and supporting details in texts Use language-learning strategies to increase understanding Narrate stories, both orally and in writing Exchange ideas and information, both orally and in writing Seek clarification and verify meaning Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge Engage in experiences with Greek people and communities (where available) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Greek phonemes Greek letter patterns First Peoples perspectives connecting language and culture, including oral histories, identity, and place common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions time and frequency descriptions of people, objects, places, and personal interests comparisons sequence of events needs, opinions, and preferences cultural aspects of Greek communities around the world past, present, and future time frames elements of common texts and stories Greek works of art ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Introductory Greek 11

- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **letter patterns, pronunciation**
- **intonation, tone of voice**
- **key information:** answers to questions
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined.
- **language-learning strategies:** e.g. interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate**
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **ways of knowing:** e.g. First Nations, and/or gender-related, subject/discipline-specific, cultural, embodied, and intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Greek

Content – Elaborations

- **phonemes:** individual speech sounds
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **questions**
- **time and frequency**

Content – Elaborations

- **comparisons**
- **sequence of events**
- **preferences**
- **cultural aspects** e.g. celebrations, festivals, food, geography, history, population, territory, traditions
- **Greek communities:** in communities around the world
- **elements of common texts and stories**
- **works of art:** e.g. creative works in visual arts, dance, drama, music

Recommended Instructional Components:

Introductory Greek 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Greek using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 1: Language Basics

Unit 2: Greetings and Introductions

Unit 3: Work and School

Unit 4: Shopping

Unit 5: Travel

Unit 6: Past and Future

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 1 – 6 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introductory Filipino 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn the essential elements of the language. Students develop their skills in speaking, listening, reading and writing to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and the stories related to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have limited to no background in Filipino prior to enrolment.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Introductory Filipino 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to study their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Stories help us to acquire language and **understand the world** around us.

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

Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity.

Acquiring a new language provides a unique opportunity to access and interact with diverse communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between Filipino letter patterns, pronunciation, intonation, tone of voice, and meaning Comprehend key information and supporting details in texts Use language-learning strategies to increase understanding Narrate stories, both orally and in writing Exchange ideas and information, both orally and in writing Seek clarification and verify meaning Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge Engage in experiences with Filipino people and communities (where available) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Filipino phonemes Filipino letter patterns First Peoples perspectives connecting language and culture, including oral histories, identity, and place common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions time and frequency descriptions of people, objects, places, and personal interests comparisons sequence of events needs, opinions, and preferences cultural aspects of Filipino communities around the world past, present, and future time frames elements of common texts and stories Filipino works of art ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Introductory Filipino 11

- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **letter patterns, pronunciation**
- **intonation, tone of voice**
- **key information:** answers to questions
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined.
- **language-learning strategies:** e.g. interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate**
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **ways of knowing:** e.g. First Nations, and/or gender-related, subject/discipline-specific, cultural, embodied, and intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Filipino

Content – Elaborations

- **phonemes:** individual speech sounds
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **questions**
- **time and frequency**

Content – Elaborations

- **comparisons**
- **sequence of events**
- **preferences**
- **cultural aspects** e.g. celebrations, festivals, food, geography, history, population, territory, traditions
- **Filipino communities:** in communities around the world
- **elements of common texts and stories**
- **works of art:** e.g. creative works in visual arts, dance, drama, music

Recommended Instructional Components:

Introductory Filipino 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Filipino using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 1: Language Basics

Unit 2: Greetings and Introductions

Unit 3: Work and School

Unit 4: Shopping

Unit 5: Travel

Unit 6: Past and Future

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 1 – 6 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #71 (Comox Valley)	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 71, Authority #
Developed by: Navigate Language Teachers	Date Developed: April 2010
School Name: Navigate (NIDES)	Principal's Name: Jeff Taylor
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introductory Dutch 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

In our language courses at Navigate, students use the online language learning program Rosetta Stone to interactively learn the essential elements of the language. Students develop their skills in speaking, listening, reading and writing to prepare them to use their new language in the real world. Additionally, students explore the culture, the people and the stories related to the language. Students reflect on their learning and on the development of their skills in the target language.

Goals and Rationale:

In our secondary courses at Navigate, we cater to a variety of learners. Students typically want or need to acquire additional language skills for such purposes as education, enrichment, employment, travel, or simply enjoyment. For learners with Navigate, we offer the online program Rosetta Stone as well as components of cultural studies and creative works. This approach allows students to use self-directed learning strategies while independently studying their language of choice. It is assumed that students would have limited to no background in Dutch prior to enrolment.

We have had tremendous success using Rosetta Stone with our French, German, and Spanish students during the past decade. By developing a Board/Authority Authorized course for Introductory Dutch 11, we are providing the opportunity for students who are going on exchange or who have heritage related to the language and country to be able to study their language of choice.

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.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

BIG IDEAS

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

Stories help us to acquire language and **understand the world** around us.

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

Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity.

Acquiring a new language provides a unique opportunity to access and interact with diverse communities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between Dutch letter patterns, pronunciation, intonation, tone of voice, and meaning Comprehend key information and supporting details in texts Use language-learning strategies to increase understanding Narrate stories, both orally and in writing Exchange ideas and information, both orally and in writing Seek clarification and verify meaning Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge Engage in experiences with Dutch people and communities (where available) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Dutch phonemes Dutch letter patterns First Peoples perspectives connecting language and culture, including oral histories, identity, and place common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions time and frequency descriptions of people, objects, places, and personal interests comparisons sequence of events needs, opinions, and preferences cultural aspects of Dutch communities around the world past, present, and future time frames elements of common texts and stories Dutch works of art ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

Introductory Dutch 11

- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural expression:** representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g. books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **letter patterns, pronunciation**
- **intonation, tone of voice**
- **key information:** answers to questions
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined.
- **language-learning strategies:** e.g. interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates
- **Narrate**
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g. digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural lens:** e.g. values, practices, traditions, perceptions
- **ways of knowing:** e.g. First Nations, and/or gender-related, subject/discipline-specific, cultural, embodied, and intuitive
- **Engage in experiences:** e.g. blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Dutch

Content – Elaborations

- **phonemes:** individual speech sounds
- **oral histories:** e.g. conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **questions**
- **time and frequency**

Content – Elaborations

- **comparisons**
- **sequence of events**
- **preferences**
- **cultural aspects** e.g. celebrations, festivals, food, geography, history, population, territory, traditions
- **Dutch communities:** in communities around the world
- **elements of common texts and stories**
- **works of art:** e.g. creative works in visual arts, dance, drama, music

Recommended Instructional Components:

Introductory Dutch 11 is a fully online course. All readings, resources, activities and assessments take place in Canvas and on Rosetta Stone. Students must enroll in the course through Navigate and receive a username and password to access the course.

The course consists of the following components:

First Assignment (strategies for language learning success, First Nations Perspectives, Cultural Project)

Communicative Learning (six units of Rosetta Stone)

Extended Learning (stories and games)

Creative Works project

Connections to Learning Journal (self-reflection on learning)

Students are instructed, evaluated and assessed on the following: pronunciation, vocabulary, grammar, listening, reading, writing, and speaking in Dutch using the Rosetta Stone program. A summative review section is also provided at the end of each of the following units:

Unit 1: Language Basics

Unit 2: Greetings and Introductions

Unit 3: Work and School

Unit 4: Shopping

Unit 5: Travel

Unit 6: Past and Future

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

First Assignment (10%)

Communicative Learning Component – Rosetta Stone Units 1 – 6 (66%)

Rosetta Stone Extended Learning - Read & Play (8%)

Creative Works Component (8%)

Connections to Learning Journal Component (8%)

Learning Resources:

Course materials are provided to students upon enrolment. The software required is provided online (Canvas; Rosetta Stone). We offer recommendations for a wide variety of online enrichment resources. Additionally, students receive support from a Navigate teacher.

Additional Information:

None



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Comox Valley Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #71
Developed by: Colin Cunningham	Date Developed: January, 2019
School Name: Mark R. Isfeld Secondary	Principal's Name: Sean Lamoureux
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Fitness Knowledge 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required: Physical Education Teacher qualification, CFES Personal Trainer Educator Certification. Gymnasium, Weight/Fitness Room, Classroom, Fields, Community Facilities.

Course Synopsis: This course has been developed to give students a comprehensive understanding of how to lead a healthy lifestyle as well as empowering them to help others do the same. It combines fitness and health education in the classroom with a practical application in a variety of settings. Successful students will complete an exam resulting in an “Introduction to Fitness Knowledge” certification, regarded widely in British Columbia as a pre-requisite for Fitness Education programs.

Goals and Rationale: Provide students with background information on how the human body works in relation to exercise including basic anatomy and physiology, muscle structure and function, training principles and program design, and how to improve muscular

strength and endurance, flexibility, and cardiovascular fitness. Students will apply their growing knowledge in a variety of fitness and game play settings. This will include safe execution of exercise techniques and the development of a personal fitness program. It is regarded that participation in a variety of recreational activities including individual pursuits and team games is a part of a healthy lifestyle, thus students will participate occasionally in such activities in support of maintaining a healthy lifestyle.

Aboriginal Worldviews and Perspectives: Learning about holistic health involves all dimensions of wellness including physical, emotional, social, mental and spiritual. Acknowledgement that we are on traditional territory of Komoux First Nations and incorporation of traditional aboriginal warm-up games and activities will be explored.

BIG IDEAS

Overall health and wellness includes physical, mental, social, emotional and spiritual dimensions.

Physical health includes muscular strength and endurance, flexibility, cardiovascular fitness and body composition.

A thorough comprehension of human anatomy and physiology is essential to our understanding of exercise. Using proper anatomical terminology and analyzing movement furthers our understanding and authority in this area.

The human body responds to exercise. Learning safe exercise techniques and training principles empowers us to improve our fitness.

Developing and following a personal fitness program is essential improving overall fitness and reaching goals.

Our bodies are products of our choices. The choice to regularly participate in a variety of activities and make healthy eating choices will improve our overall health.

By modelling positive, healthy behavior and using our knowledge and experience to help others in our families, our schools and our communities enables us to become Fitness Leaders.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Fitness Knowledge:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of a variety of Active Health, Wellness and Fitness Concepts in a classroom setting • Identify barriers that prevent people from improving their personal fitness levels • Apply a functional level of Anatomical Terminology and technical language as it applies to fitness, exercise science and movement analysis • Analyze movements (both single joint and compound) in terms of Agonist, Antagonist, Synergist and Stabilizer • Identify and demonstrate all actions available at each joint in the body • Apply the FITT acronym to develop a fitness program designed to meet their personal SMART Goals. <p>Active Living:</p> <ul style="list-style-type: none"> • Demonstrate safe, effective training techniques 	<p><i>Students are expected to know the following:</i></p> <p>Fitness Knowledge:</p> <ul style="list-style-type: none"> • Acquire an introductory level of the skeletal and muscular systems, skeletal muscle structure and function • Explore the Principles of Human Movement • Explain and provide an example of Training Principles and Program Design • Concepts involved with training Muscular Strength, Muscular Endurance, Hypertrophy, Flexibility, and Cardiovascular Fitness • Nutrition concepts and their contribution to wellness and body weight management, including body composition <p>Active Living:</p> <ul style="list-style-type: none"> • Identify the major muscle(s) or fitness component (s) targeted by a variety of different exercises

- Analyze and assess personal fitness levels
- Demonstrate a thorough understanding of and apply **Master Training Principles**
- Acquire, interpret and practice training techniques appropriate for improving personal fitness in accordance with personal goals
- Demonstrate self-determination by consistently committing to fitness activities daily
- Develop and design a well balanced, comprehensive Personal Fitness Program
- Practice self regulation and healthy choices according to values and areas identified as in need of improvement
- Generate ideas designed to **progressively overload** training appropriately and encourage exercise adherence through variety

Leadership:

- Examine personal values and choices and identify areas in which improvement is desired
- Model positive behaviour and healthy choices in a variety of fitness settings
- Connect and engage with classmates in a cooperative manner
- Demonstrate proper **weight room etiquette** regarding sharing of equipment, putting weights away and facility clean-up
- Demonstrate weight room safety by adhering to guidelines, and choosing appropriate exercises and stretches
- Articulate SMART Goal(s) with multiple classmates
- Build positive relationships with multiple peers via interaction in fitness environments and around common goals
- Collaborate with peers to complete fitness tasks and design group workouts
- Analyze and assess personal strengths and abilities as a Fitness Leader
- Contribute to their family, class, school community and community at large by helping others improve their fitness and health.

Participation:

- Demonstrate a willingness to try new activities in the classroom and weight room/gymnasium
- Exhibit a full effort in instructor-led and independent workouts consistently
- Participate in all activities including classroom, fitness and game play

- Understand the **RM Continuum** concept
- Understand how to manipulate the **Myotatic Stretch Reflex** and the **Inverse Myotatic Stretch Reflex**
- Prescribe multiples exercises for every major skeletal muscle group
- Prescribe multiples stretches for every major skeletal muscle group

Leadership:

- Demonstrate a firm grasp of **spotting technique** for open chain exercises
- Be familiar with **contraindicated and high-risk exercises** and demonstrate understanding of alternatives
- Understand how to manage and treat **Acute Injuries** and **Chronic Injuries** as a result of exercise and within their **Scope of Practice**
- Recognize the signs of **Exercise Induced Discomfort, Exercise Intolerance and Overtraining**

Participation:

- Understand what it takes to fully participate in a classroom session, including participating in discussions, handing in assignments and preparing for quizzes
- Consistently apply effort for an entire fitness class including warm-up activities, work-outs and cool downs
- Articulate that full participation includes exhibiting consistent effort, cooperation with peers and instructor

Big Ideas – Elaborations

Students are asked at the beginning of the course if they thought they could accurately design a fitness program for themselves. Many of them answer yes, that they are confident in doing so. During classroom sessions, students are introduced to a wide variety and progression of concepts regarding Active Health and Wellness, Components of Physical Fitness (Muscular Strength, Endurance and Flexibility, Cardiovascular Fitness and Body Composition). They learn about how to train effectively in each area based on their acquiring of knowledge about anatomy, physiology and exercise (movement) analysis. Students apply training principles as they begin to develop their own Personal Fitness Program centered around their SMART Goals. Finally, students demonstrate all of the learning and acquisition of course concepts via a 3 hour Open Book Exam. By this point it usually becomes apparent the vast amount that students have learned about Health and Fitness and their Personal Fitness Program reflects how much they have learned.

Curricular Competencies – Elaborations

This course draws from all the Core Competencies frequently and equally. It requires students to Communicate effectively with their instructor, their peers and even members of the school community and community at large in the capacity of Fitness Leader. It requires them to think critically regarding their own fitness levels and areas in which they would like to improve. Effort programs and fitness training also requires creative thinking to modify exercises and mix things up to keep clients stimulated and promote exercise adherence. Students begin to see themselves as Fitness Leaders and agents of positive change. They examine their own values and choices regarding their own health. They assess their own strengths and abilities and explore ways in which they can use them to help others. Students exhibit self-determination by consistently applying themselves to daily fitness training. Students even analyze and practice self-regulation with regards to personal technology use. In the area of Social Responsibility, students build positive relationships with others centered around healthy choices and overall well-being and helping others.

COMMUNICATION

- Students will ask and respond to direct questions regarding fitness and health
- Students will engage in open discussions about fitness and health-related topics
- Students will understand and share ideas related to promoting healthy lifestyle
- Student will lead instructional processes involving exercise using the 3 D's (describe, demonstrate, do)
- Students will give, receive and act on information from other students and their instructor via partner, small group and class fitness scenarios/workouts
- Students will share what they learn about fitness and health in their family and their greater community
- Students will practice active listening and effective communication skills via the Participant-Centered Approach
- Students will practice the process of both giving and receiving feedback

THINKING

-Creative Thinking

- Students will generate their own unique ideas for becoming more active and making healthy lifestyle changes
- Students will explore new and emerging career areas in the fitness industry as well as generate their own ideas
- Students will familiarize themselves with factors influencing Exercise Adherence and employ their own approach to help others

-Critical Thinking

- Students can analyze their own fitness levels using information and standards outlined in classroom setting
- Students will gather information on all components of physical fitness and design a comprehensive personal fitness program built around SMART goals and the FITT framework for program
- Students will make connections between Anatomy, Physiology and Exercise Science and attempt to use the technical language employed in Fitness Industry and Health Sciences area

PERSONAL AND SOCIAL

-Positive Personal and Cultural Identity

- Students will examine their family group and assess their role as a fitness leader within it
- Students will examine their own wellness and illustrate their personal balance between Physical, Social, Emotional, Spiritual and Mental well being
- Students will continue to develop their own skills in a variety of fitness settings with the focus on personal effort, attitude, participation, willingness to try new things and cooperation with others
- Students will be evaluated on the above components as well as complete self-evaluations
- Students will gain experience working with all classmates thus increasing their skills in preparation for interacting in a diverse world

-Personal Awareness and Responsibility

- Students will complete a self-inventory and identify characteristics that are their strengths as well as those that they intend to set goals around and work on improving
- Students will examine their own interests and passions as they relate to a healthy lifestyle
- Students will explore their own values and recognize that their learning is continuous and evolving
- Students will use their personal strength to motivate and support others

-Social Responsibility

- Students will participate in group and classroom activities
- Students will develop their role as a fitness leader and explore ways to have a positive impact in their family, school and greater community
- Students will have the opportunity to work with a Practice Client who is in their school, their family or their community
- Students will have the opportunity to gain practical experience (practicum) at one of many fitness facilities in their community

Content – Elaborations

Here is a general outline of the curricular content covered in this course:

- Active Health and Fitness
- The Skeletal System
- The Muscular System
- Muscle Structure and Function
- Principles of Human Movement
- Training Principles and Program Design
- Muscular Strength and Endurance
- Flexibility
- Cardiorespiratory Fitness
- Nutrition and Body Weight Management
- Exercise Safety
- Fitness Leadership

Content – Elaborations

Key Understandings of Course Content

- **Active Health:** a way of life in which physical, social, mental, emotional and spiritual activities are valued and integrated into daily living.
- **Wellness:** a state of overall health, where all the dimensions of fitness are being attended to and functioning well. It involves a holistic approach to one's health and is achievable through active living.
- **Barriers:** can be identified as anything that gets in the way or blocks progress or change. It is important to understand barriers in order to find and incorporate solutions.
- **Anatomical Terminology:** specialized use of language used to describe the body and how it moves.
- **Agonist:** the muscle that is primarily responsible for a given movement, also known as the prime mover.
- **Antagonist:** the muscle that opposes the action of the prime mover, usually on the opposite side of the joint and it relaxes and stretches while the agonist contracts, also known as the opposing muscle.
- **Synergist:** the muscle or muscle group that assists the prime mover, also known as the assisting muscle. It crosses the same joint but is smaller in size, or it may cause movement at a secondary joint.
- **Stabilizer:** the muscle group which holds the body or parts of the body rigid while other parts of the body are moving.
- **SMART Goals:** an acronym used to describe a commonly used formal goal-setting process (Specific, Measurable, Attainable, Realistic, Time)
- **Master Training Principles:** are guidelines that apply to all forms of physical training, regardless of the component of fitness being focussed on.
- **Muscular Strength:** the maximum amount of force a muscle or muscle group can exert in a single contraction.
- **Muscular Endurance:** the ability of a muscle or muscle group to contract repeatedly or to sustain a contraction over time.
- **Hypertrophy:** is an increase in muscle fiber size, due to an increase in the fiber's cross-sectional area.
- **Flexibility:** the range of motion (R.O.M.) that a joint is capable of, specific to each joint.
- **Cardiovascular Fitness:** the capacity of the heart and lungs to deliver blood and oxygen and to remove carbon dioxide and waste products from working cells.
- **Body Composition:** the percentage of fat mass (adipose tissue) compared to lean mass or fat free mass (muscle, bone, etc.) it is often expressed as percentage body fat.
- **Progressive Overload:** a means of gradually increasing the intensity of training to avoid plateauing and encourage positive body adaptation.
- **RM Continuum:** the expression of repetitions to fatigue training reflective of targeted training outcomes (for example, strength training 6-8 RM, hypertrophy 8-12 RM)
- **Myotatic Stretch Reflex:** a proprioceptive response from muscle spindles to initiate a muscular contraction which restricts flexibility and prevents injury. Proper flexibility training overcomes this reflex and leads to greater range of motion.
- **Inverse Myotatic Stretch Reflex:** a proprioceptive response from Golgi Tendon Organs to initiate tension in the tendons, this can be overcome by resistive or PNF (Proprioceptive Neuromuscular Facilitation) stretching.
- **Weight Room Etiquette:** behaviour expectations and guidelines that everyone in a fitness facility is expected to adhere to. This involves, cooperation, respect and sharing space/equipment.
- **Spotting:** the use of a partner to ensure safe exercise technique and facilitate range of motion, especially used in open-ended or open-chain exercises.
- **Contraindicated Exercises:** exercises that are "not recommended" based on their likelihood to cause injury.
- **High Risk Exercises:** an exercise that is deemed to be unsafe due to a variety of factors including excessive repetition, unsafe speed or loss of control, poor postural position, beyond a joint's safe range of motion.

Content – Elaborations

- **Acute Injury:** *an injury that occurs suddenly as a result of trauma.*
- **Chronic Injury:** *an injury that occurs gradually over time, either from overuse or from a series of acute injuries in the same area.*
- **Scope of Practice:** *the overall concept of roles and responsibilities in the Fitness Industry. For example Personal Trainers are qualified to prescribe exercise regimes but not detailed nutrition programs (this is the job of a qualified Nutritionist or Dietician.)*
- **Exercise Induced Discomfort:** *the adverse feeling often accompanying an increase in activity intensity. The ability to deal with and overcome this discomfort is often a factor contributing to exercise adherence and fitness improvement.*
- **Exercise Intolerance:** *symptoms which indicate the body is not compatible with a given exercise of intensity, these include profuse sweating, nausea, dizziness and more. Signs of Intolerance should result in immediate cessation of activity.*
- **Overtraining:** *a condition which results from insufficient recuperation time in a training program. Symptoms may include poor performance, eating/sleeping problems, fatigue, weight loss and more.*

Source: *The CFES Fitness Knowledge Course Manual 8th Edition*

Recommended Instructional Components:

- Direct, Teacher-led instruction and discussions
- Interactive Instruction
- Experiential Learning
- Partner/Group Work
- Reflective Discussion- Self and Peer
- Active Demonstration
- Experimentation

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

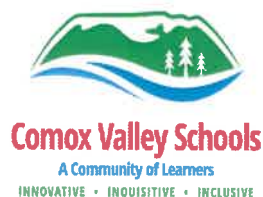
Learning Resources:

- The CFES Fitness Knowledge Course Student Resource Manual (8th Edition), www.canadianfitness.net

Additional Information:

This curriculum is provided by Canadian Fitness Education Services and meets the criteria for Introduction to Fitness Theory as required by the BCRPA (BC Recreation and Parks Association) and the NFLA (National Fitness Leaders Association) and is considered the first step in numerous Fitness Education programs. Successful students will receive a certificate acknowledging their completion of the course. This certificate does not expire and can be used for applications for employment and further education in this area. Further certifications (Weight Training Instructor and Personal Trainer) can be pursued by enrolling in Fitness Knowledge 12.

It is essential that the instructor for this course complete all necessary steps through CFES to become qualified. This includes their own Fitness Theory Certification, Weight Training Instructor Certification, Personal Training Certification and finally, the CFES National Educator Certification.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Comox Valley Schools	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #71
Developed by: Colin Cunningham	Date Developed: January, 2019
School Name: Mark R. Isfeld Secondary	Principal's Name: Sean Lamoureux
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Fitness Knowledge 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): it is recommended that students take Fitness Knowledge 11. Exceptions can be made pending a consultation with the Instructor.

Special Training, Facilities or Equipment Required: Physical Education Teacher qualification, CFES Personal Trainer Educator Certification. Gymnasium, Weight/Fitness Room, Classroom, Fields, Community Facilities.

Course Synopsis: This course has been developed as a continuation of Fitness Knowledge whereby students take the content previously learned and utilize their “people skills” to become Fitness Leaders. Content from Fitness Knowledge 11 will be reviewed and extended. Student will be pursuing step 2, becoming a certified Weight Training Instructor (recognized by the BCRPA and employable in any fitness facility in British Columbia) and finally step 3 (of 3) which is achieving certification as a Personal Fitness Trainer. It combines fitness and health education in the classroom with a practical application in a variety of settings, including a 20 hour Practicum Component which includes working with a practice client and/or shadowing a fitness professional in a community facility.

Goals and Rationale: Provide students with a comprehensive background education in fitness theory, health promotion and overall wellness. This includes all of the concepts covered in Fitness Knowledge 11 with a specialized focus on resistance training theory as it applies to the role of Weight Training Instructor. Students will explore Adult Age Groups and their characteristics (the main source of future clients for fitness professionals) using the Participant-Centered approach. Self-exploration is a big part of this course, as students identify their personal strengths as well as areas to focus on for improvement. Students then employ these skills to help motivate others (practice clients), help them adhere to exercise and promote positive, permanent lifestyle change. Academic goals include successful completion (80% or higher) on both the Weight Training Instructor and Personal Trainer Closed Book Examination.

Aboriginal Worldviews and Perspectives: Learning about holistic health involves all dimensions of wellness including physical, emotional, social, mental and spiritual. Acknowledgement that we are on traditional territory of Komoux First Nations and incorporation of traditional aboriginal warm-up games and activities will be explored.

BIG IDEAS

An in-depth understanding of health and wellness, human anatomy and physiology and anatomical terminology is fundamental for exhibiting leadership and helping others improve their fitness levels.

By modelling positive, healthy behavior and using our knowledge and experience to help others in our families, our schools and our communities enables us to become Fitness Leaders.

Understanding Adult Age Group Characteristics and utilizing the Participant Centered Approach will result in more successful Practice Client experiences and lead to a successful career in the Fitness Industry.

Developing healthy relationships provide a foundation for fitness leadership. Understanding barriers, motivation factors and exercise adherence are key factors for enabling the success of others.

Valuing and developing our own personal definition of the Ideal Traits of a Fitness Leader through self-reflection is an effective model for self-betterment. These traits are: Integrity, Personality, Learner-Centered, Results-Oriented, Self-Confident, Passionate, and Commitment.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Fitness Knowledge:</p> <ul style="list-style-type: none"> • Question, investigate and dispel common myths around fitness • Apply a working knowledge of Anatomical Terminology when leading others in a fitness environment. • Identify potential barriers and think critically/strategize ways around them • Further understanding of movement analysis, joint structures and biomechanics • Understand typical Adult Characteristics and utilize this knowledge to motivate others • Investigate factors that improve exercise adherence and incorporate them into program design and development. • Demonstrate understanding of all course concepts view the Weight Training Instructor and Personal Trainer written examinations. • Add to existing knowledge of Movement Analysis by identifying muscles that are passively shortening and passively lengthening • Analyze various exercise in terms of Lever Systems (1st, 2nd and 3rd Class) 	<p><i>Students are expected to know the following (key terms not in BOLD are covered in the theory portion of Fitness Knowledge 11):</i></p> <p>Fitness Knowledge:</p> <ul style="list-style-type: none"> • Anatomical Terminology • Anatomy/Physiology • Movement Analysis • Joint Structures • Biomechanics • Adult Characteristics • Barriers • Biomechanics • Movement Analysis • Lever Systems

Active Living:

- Instruct safe, effective training techniques (resistance training, flexibility and cardio-vascular components)
- Design comprehensive fitness programs which involve all components of physical fitness
- Analyze and assess fitness levels of themselves, classmates and Practice Client(s)
- Design, follow and maintain a Personal Fitness Program as a means of modeling healthy behaviour
- Participate in volunteer activities in the community or within the school which allow a sharing of Fitness Knowledge and practicing leadership skills.
- Demonstrate a working understanding of Health Screening Practices including PAR Q, PAR X, Informed Consent and Liability Release
- Help others maintain exercise intensity via the Talk Test, RPE and Heart Rate Monitoring
- Distinguish between Acute and Chronic injuries and follow guidelines for joint safety to reduce the likelihood of injury
- Demonstrate awareness of emergency protocol and scope or practice when dealing with Acute and Chronic injuries
- Apply the RICE method when appropriate
- Understand the factors that contribute to Chronic Diseases

Leadership:

- Utilize the Participant Centred Approach in a Client Consultation setting which includes health screening and SMART goal setting
- Observe fitness professionals in a variety of settings as a means of learning and developing personal skills
- Design and lead workouts for individuals and groups within class setting
- Think critically on how to progressively overload fitness programs to support the goals of practice clients
- Utilize personal strengths to motivate others and help exercise adherence
- Prescribe creative exercises and workout options to increase Exercise Adherence
- Solving problems quickly and appropriately via modification of exercises to make more/less challenging
- Recognize signs and symptoms of Overtraining and Exercise Intolerance
- Establish and maintain a Personal Professional Profile
- Understand the parameters of and appropriately apply Scope of Practice
- Value diversity by working with a variety of people in class and in the community
-

Participation:

- Model self regulation regarding use of technology
- Actively participate in classroom discussion and activities

Active Living:

- **3 D's**
- Practice instruction with classmates, and employ this technique with Practice Client(s)
- **Facilitative Approach**
- Practice administering fitness assessment protocols
- **Talk Test**
- **RPE**
- **Heart Rate Monitoring**
- **Karvonen Formula**
- **Acute Injury**
- **Chronic Injury**
- **RICE**
- **Chronic Disease**
- **PAR Q**
- **PAR X**
- **Informed Consent**
- **Liability Release**

Leadership:

- **Participant Centred Approach**
- **Exercise Adherence**
- **Overtraining**
- **Exercise Induced Discomfort**
- **Exercise Intolerance**
- **Scope of Practice**

Participation

- Understand what it takes to fully participate in a classroom session, including participating in discussions, handing in assignments and preparing for quizzes

- Follow personal fitness program and engage in prescribed workouts and activities
- Participate in self-reflection exercises in light of what students are doing well and identifying areas in which they desire to improve
- Analyze the characteristics of an Ideal Fitness Professional: Integrity, Personality, Learner-Centered, Results-Oriented, Self-Confident, Passionate, Commitment and what it means to them individually
- Survey the potential factors they apply to setting up a Personal Trainer Business
- Make personal healthy eating choices
- Help others within scope of practice by providing healthy eating choices

- Contributing to their community by making a positive difference in the health and wellness of those around them
- Ideal Traits of a Fitness Professional
- **Integrity**
- **Personality**
- **Learner-Centred**
- **Results-Oriented**
- **Self-Confident**
- **Passionate**
- **Commitment**

Big Ideas – Elaborations

Fitness Knowledge 11 was an Introduction to Fitness Knowledge. Students learned a great deal in the areas of overall health and wellness, culminating the design of a comprehensive Personal Fitness Program. In Fitness Knowledge 12, it is time to develop “People Skills” and use their knowledge of fitness (Anatomy, Physiology, Biomechanics, Movement Analysis, Program Design) to help others. Student will further their learning in fitness, acquiring a deeper understanding of theory (see concepts above), mastering this theory by teaching each other and Practice Client(s). They will do so by utilizing the 3D’s teaching method (Describe, Demonstrate, Do)..

Students will model appropriate behavior and serve as a healthy example by continuing to maintain and develop personal fitness levels. Student may choose to “shadow” a Fitness Professional and may choose from a wide variety in the local community. This volunteerism can also qualify for their Work Experience requirement through the CLC (Career Life Connections) curriculum. This minimum 20 hours can be any combination of Practice Client and Volunteer work.

Students will regularly participate in reflective and self-evaluative procedures as a means of identifying and utilizing their personal strengths and continuing to evolve and improve areas in need.

WTI Exam: partway through the course, students will prepare for and write the 60 mark multiple choice Weight Training Instructor Examination. Students successfully scoring 80% or above may choose to follow through with the requirements to become a Certified WTI (recognizable and employable in any fitness facility in British Columbia).

PT Exam: near the end of the course, students will prepare for and write the 60 mark multiple choice Personal Trainer Examination. Students successfully scoring 80% or above may choose to follow through with the requirements to become a Personal Fitness Trainer. Please note there is a \$70 Examination fee for each of the above exams.

Curricular Competencies – Elaborations

COMMUNICATION

- Students will ask and respond to direct questions regarding fitness and health
- Students will engage in open discussions about fitness and health-related topics
- Students will understand and share ideas related to promoting healthy lifestyle
- Student will lead instructional processes involving exercise using the 3 D's (describe, demonstrate, do)
- Students will give, receive and act on information from other students and their instructor via partner, small group and class fitness scenarios/workouts
- Students will share what they learn about fitness and health in their family and their greater community
- Students will practice active listening and effective communication skills via the Participant-Centered Approach
- Students will practice the process of both giving and receiving feedback

THINKING

-Creative Thinking

- Students will generate their own unique ideas for becoming more active and making healthy lifestyle changes
- Students will explore new and emerging career areas in the fitness industry as well as generate their own ideas
- Students will familiarize themselves with factors influencing Exercise Adherence and employ their own approach to help others

-Critical Thinking

- Students can analyze their own fitness levels using information and standards outlined in classroom setting
- Students will gather information on all components of physical fitness and design a comprehensive personal fitness program built around SMART goals and the FITT framework for program
- Students will make connections between Anatomy, Physiology and Exercise Science and attempt to use the technical language employed in Fitness Industry and Health Sciences area

PERSONAL AND SOCIAL

-Positive Personal and Cultural Identity

- Students will examine their family group and assess their role as a fitness leader within it
- Students will examine their own wellness and illustrate their personal balance between Physical, Social, Emotional, Spiritual and Mental well being
- Students will continue to develop their own skills in a variety of fitness settings with the focus on personal effort, attitude, participation, willingness to try new things and cooperation with others
- Students will be evaluated on the above components as well as complete self-evaluations
- Students will gain experience working with all classmates thus increasing their skills in preparation for interacting in a diverse world

-Personal Awareness and Responsibility

- Students will complete a self-inventory and identify characteristics that are their strengths as well as those that they intend to set goals around and work on improving
- Students will examine their own interests and passions as they relate to a healthy lifestyle
- Students will explore their own values and recognize that their learning is continuous and evolving
- Students will use their personal strength to motivate and support others

-Social Responsibility

- Students will participate in group and classroom activities
- Students will develop their role as a fitness leader and explore ways to have a positive impact in their family, school and greater community
- Students will have the opportunity to work with a Practice Client who is in their school, their family or their community
- Students will have the opportunity to gain practical experience (practicum) at one of many fitness facilities in their community

Content – Elaborations

Here is a general outline of the curricular content covered in this course:

Weight Training Instructor Curriculum

- An Introduction to Weight Training and Weight Training Instruction
- Establishing Your Personal Professional Profile
- Teaching Adult Exercise Programs
- Program Planning and Design
- Program Instruction and Exercise Techniques
- Exercise Safety
- Providing Nutritional Information and Support
- Becoming a Certified Weight Training Instructor

Personal Trainer Course Curriculum

- Introduction to Personal Training
- Enhancing the Success of the Client
- Anatomy of the Skeletal System
- Anatomy and Physiology of the Muscles
- Biomechanics and Applied Kinesiology
- Muscle Balance, Posture, and Spinal Stability
- Reducing the Incident and Likelihood of Injury
- Fitness Assessment Protocols and Practical Skills
- Cardiovascular Training Program Design
- Resistance Training
- Flexibility Training Program Design
- Understanding Chronic Diseases
- Health Screening and Program Design Within the Scope of Practice
- Healthy Eating Habits
- Setting Up Your Personal Trainer Business

Content – Elaborations

With the understanding that students are building on the theory covered in Fitness Knowledge 11, here is an outline of the curricular content that is new at the Grade 12 level of this Fitness Knowledge Program

- **Adult Characteristics:** *the vast majority of student's future clients will come from the adult population. An adult is anyone who has reached physical maturity; any person aged 20 years and older. The adult population is further divided into groups with typical characteristics: Young Adults (20-34 years), Mid-Adults (35-54 years), and Mature Adults (55 and older).*
- **3D's:** *an instructional technique that students and trainers should use when educating their clients. First, briefly **describe** the equipment, the exercise, primary muscle groups etc. Next, physically **demonstrate** the exercise with proper form. Finally, have the client **do** the exercise while providing active feedback.*
- **Facilitative Approach:** *an approach to interacting with clients which involves effective two way communication and actively involving them with the planning of workouts and goal setting.*
- **Participant-Centred Approach:** *an approach whereby the instructor focuses on the needs and interests of the participant.*
- **Acute Injury:** *an injury that presents itself immediately and spontaneously. Most common acute injuries include fractures of the bones, sprains, dislocations in the joints, strains in the muscle or tendon. Students should be aware of the emergency protocol and scope of practice when dealing with acute injuries.*
- **Chronic Injury:** *those injuries that develop over time due to overuse, overtraining or improper training techniques. These often include inflammatory conditions such as tendinitis, bursitis, and arthritis.*
- **RICE:** *an acronym commonly used to outline the treatment of injuries: Rest, Immobilize, Cold, Elevate.*
- **Chronic Disease:** *the onset of illness usually brought on by a sedentary lifestyle and poor nutrition choices.*
- **PAR Q:** *a screening tool used by trainers for potential clients to determine their readiness to begin a program (Physical Activity Readiness Questionnaire).*
- **PAR X:** *if a potential client answers "yes" to any questions on a PARQ, then a PAR-med-X must be filled out by a physician which indicates a client is capable of unrestricted physical activity before proceeding.*
- **Informed Consent:** *the act of acknowledging the inherent risks associated with physical exercise.*
- **Liability Release:** *there is no full releasee from liability if negligence is proven. Trainers can avoid negligence by strictly following their Scope of Practice.*
- **Exercise Adherence:** *the ability for an individual to stick with an exercise program. More than half of individuals who start a fitness program quit within three months, thus the role of the WTI and PT is critical in this process. Certain characteristics increase the likelihood of exercise adherence.*
- **Scope of Practice:** *these are guidelines which clearly outline for a Weight Training Instructor and Personal Trainer what their responsibilities and limitations are. When an individual is uncertain, it is advised to err on the side of caution. An example of a limitation would be a PT can provide "Healthy Eating Tips", but is not qualified to prescribe a client's diet.*
- **Talk Test:** *a means of monitoring workout intensity ideal for an inactive beginner. Those starting out on a program should not surpass intensity whereby they are unable to carry on a conversation with their trainer.*
- **RPE:** *a means of monitoring one's own exercise intensity by predicting a "Rate of Perceived Exertion".*
- **Heart Rate Monitoring:** *using Heart Rate as a means of monitoring exercise intensity. Ideally, a client will be in their TTZ (target Training Zone) based on their fitness goal(s).*

Content – Elaborations

- **Karvonen Formula:** *a means of establishing a target training zone based on Heart Rate Reserve (takes into account Age Predicted Maximum Heart Rate and Resting Heart Rate) which makes the range specific to the individual.*
- The following are the 7 Ideal Traits of a Fitness Professional as outlined by CFES and how they apply to fitness training.
- **Integrity:** *always acting with a client's best interest in mind;*
- **Personality:** *being friendly, motivating, understanding and encouraging;*
- **Learner-Centred:** *focusing on the client's needs, abilities and goals;*
- **Results-Oriented:** *capable of producing happy, successful customers*
- **Self-Confident:** *self confidence helps create confident clients;*
- **Passionate:** *without excitement, people quickly lose interest;*
- **Commitment:** *when a trainer is committed to their clients, their clients are much more committed to their programs.*

Sources: *The CFES Weight Training Instructor Course Resource Manual (7th Ed)*
The CFES Personal Trainer Course Resource Manual (1st Ed)

Recommended Instructional Components:

- Direct, Teacher-led instruction and discussions
- Interactive Instruction
- Experiential Learning
- Partner/Group Work
- Reflective Discussion- Self and Peer
- Active Demonstration
- Experimentation

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

Learning Resources:

- The CFES Weight Training Instructor Course Student Resource Manual (7th Ed), www.canadianfitness.net
- The CFES Weight Training Instructor Course Program Booklet (7th Ed), www.canadianfitness.net
- The CFES Personal Trainer Certification Course Resource Manual (1st Ed), www.canadianfitness.net
- The CFES Personal Trainer Certification Course Work Booklet and Study Guide (2nd Ed), www.canadianfitness.net

Additional Information:

This curriculum is provided by Canadian Fitness Education Services and meets the criteria for Weight Training Instructor and Personal Trainer as required by the BCRPA (BC Recreation and Parks Association). Successful students will be required to pay an exam fee of \$73.50 directly to CFES to complete each of their WTI and PT certifications. Certifications are valid for one year upon completion and need to be updated thereafter. Students working in the Fitness Industry will be required to complete a First Aid Course and obtain insurance (also available through CFES). Completion of this program is currently recognized as Dual Credit at Camosun College (PISE Campus specializing in Sport and Exercise Education Programs). Students can apply for credit for SPEX 110 (Fitness for Life), a 4 credit course at Camosun and a prerequisite for all of their programs in this area.

Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Comox Valley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD71
Developed by: Joanne Majernik, Brenda Sampson, Vicki Schrader, Shannon Spencer	Date Developed: April 2, 2018
School Name: G.P. Vanier	Principal's Name:
Superintendent Approval Date (for School Districts only)	Superintendent Signature (for School Districts only)
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Introduction to Academic Language for ELL 10	Grade Level of Course 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Special Training, Facilities or Equipment Required: Trained in ELL methodology

Course Synopsis:

Introduction to Academic Language ELL 10 is designed for English Language Learners (ELLs) who have made some progress in developing their Basic Interpersonal Communication Skills (BICS) already and are ready to more intently and explicitly begin developing academic English (Cognitive Academic Language Proficiency, or CALPS). In this course, students grow their knowledge and skills for academic communication in English through explicit vocabulary, reading, writing, speaking, listening, viewing instruction in a sheltered environment. This course builds a bridge between students' previous learning, their personal and social identities and relationships, and the new cultural setting within which they are now interacting. This course assists students in maintaining and

enhancing their first language(s) (L1) and in the necessary further building of their English competencies. The course is designed for ELLs at Level 3/Developing Level on the current 5 level ELL BC Provincial Standards/Surrey District Continuum.

Goals and Rationale:

All students, regardless of their age, language or cultural background, require the opportunity to develop their potential to the fullest. While ELLs have much in common with other students, they have specific needs in the areas of language development and cultural adjustment. For many ELLs, the change in their situation requires additional support to help them develop more increasingly complex, sophisticated, and independent communication. During the initial stages of cultural adjustment, the ELL sheltered classroom and ELL teacher provide the socio-emotional support for students' late-entry into our education system. Research shows that ELLs who receive explicit instruction for their language development achieve greater long-term success.

Introduction to Academic Language ELL 10 enables the English language learners to:

- develop and maintain a sense of self-worth
- develop and preserve a pride of heritage
- develop communicative competence at a level commensurate with the student's potential, in the areas of listening, speaking, reading and writing.
- understand aspects of methodology and curriculum that differ from their previous experiences
- develop an understanding and appreciation of cultural differences and similarities
- gradually integrate into regular courses according to the student's interests, strengths and required academic courses for graduation

Aboriginal Worldviews and Perspectives:

Introduction to Academic Language ELL shares a variety of Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's identity.
- Language and culture stresses the importance of an individual's sense of place and one's identity in the world.
- Learning involves patience and time.

BIG IDEAS

A belief in one's **abilities** enables growth

Language is expressed differently based on **cultural contexts**

Language is a **social construct** that must be explicitly taught

Effective communication comes from an awareness of **language**

Learning strategies provide greater access to academic success

Learning Standards

Curricular Competencies

Content

Students are expected to do the following:

Comprehend and Connect (reading, listening, viewing) in increasingly **academic language**

- Identify the language structures and features used in the role of storytelling and oral tradition, including First Peoples' perspectives, values, beliefs, and points of view
- Access information for diverse purposes and from a variety of sources to construct meaningful personal connections between self, text, and world
- Recognize and demonstrate how various forms, genre structures and features of texts reflect a variety of purposes, audiences and messages
- Apply appropriate **strategies** to comprehend written, oral, visual, and **multimodal texts**
- Identify and demonstrate how different **forms, formats, structures, and features of texts** enhance and shape meaning and impact
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Understands the subtle, social or **cultural nuances** of language, and how it constructs personal and **cultural identities**
- Use a basic understanding of how English linguistic structures function to create meaning
- Engage in a variety of text forms and genres to identify grammatical and syntactic signals regarding social and historical values and perspectives in texts including references to Canadian culture and physical geography

Students are expected to know the following:

Stages of Cultural Adjustment

- people new to a country go through different stages of cultural adjustment
- learning requires exploration, selfreflection, and honouring of one's identity and culture
- **acculturation processes**

Oral language structures as built through

- Recount
- Narrative storytelling
- Information Report
- describing
- classifying
- comparing
- **First Peoples' oral traditions**

Text features and structures

- text forms, features and **functions** of specific **genres** (e.g.: patterns of nonfiction vs. fiction)

Create and Communicate (writing, speaking, representing) in increasingly academic language

- Identify ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking
- Demonstrate a basic understanding how to identify who the speaker is, their message (perspective/value) and the purpose
- Develop and refine texts to develop understanding of genre
- Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes
- Use writing and design processes to plan, draft, develop, and create texts for a variety of academic purposes and authentic audiences
- Develop and use increasingly academic language to identify, create, and share ideas, feelings, opinions, and preferences with evidence and logic
- Develop and expand ability to use conventions of Canadian spelling, grammar, and punctuation as appropriate to the context, including acknowledgements and citations

Language features, structures, and conventions

- **linguistic elements**
- **grammar**
- **elements of style**
- **usage and conventions**
- **literary elements**
- **figurative language**
- intonation and register
- non-verbal expressions

Strategies and processes

- **organization**
- **multilingual connections**
- **reading strategies**
- **oral language strategies**
- **listening strategies**
- **writing processes**
- **creative and critical thinking processes**
- **social, emotional, and metacognitive skills and strategies**

Big Ideas – Elaborations

Abilities: students will be able to make language connections between their first language(s) and English thereby developing academic and social growth; the awareness of self (self-esteem, self-advocacy, self-reflection, personal strengths, etc.) promotes educational risk-taking and positive growth mindset

Cultural contexts: awareness of language features (expressions, idioms, figurative language, pragmatic discourse, acculturation, etc.) promotes successful language learning; learning requires exploration of one's identity.

Social constructs: the perceived cultural norms of communication

Language: the six domains (reading, writing, speaking, listening, viewing, and representing)

Learning strategies: the processes that enable students to access curriculum, communicate effectively, and build academic literacy with an increasing level of independence

Text/texts: *Text* and *texts* are generic terms referring to all forms of oral, written, visual, or digital communication:

- Oral texts include speeches, poems, plays, oral stories, songs or newscasts and interviews • Written texts include novels, articles, short stories and adapted text
- Visual texts include posters, photographs, and other images.
- Digital texts include electronic forms of all of the above
- Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisement, radio broadcasts)

Academic language: the academic English needed by students to be successful in schools where English is the primary language of instruction; it is the language used to express ideas and thoughts across content areas. Academic English can be oral and/or written language, and it is of a more succinct and formal register.

Strategies: refers to the planned approaches efficiently employed to increase comprehension (e.g. making predictions, asking questions, determining importance, drawing conclusions, etc.) **Multimodal texts:** texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial. They can be delivered via a variety of media or technologies (e.g., music video, graphic novel, postmodern picture book, close-captioned film) **Forms:** during communication, the writer, speaker, or designer chooses a form based on their purpose. This can be as specific as how one uses a verb, noun, preposition, etc. or as broad as a genre including narratives, journals, procedural/expository/explanator writing, news article, e-mail, blog, advertisements, poetry, novel, letter, etc.

Formats: refers to the consideration of format choices including layout, sequencing, spacing, etc. **Structures:** refers to the way text is organized (e.g., cause/effect, compare/contrast, order of importance, chronological sequence, problem/solution, cyclical, etc.)

Features of texts: elements of the text are not considered the main body including:

- text navigational aids (e.g., table of contents, index, glossary, bibliography, hyperlinks, titles, headings and subheadings, prologue and epilogue, preface or forward, captions, footnotes and endnotes)
- illustrations (e.g., in-lays, sidebars, photographs, graphs, charts, timelines, maps)
- topic sentences, conclusions, detailed paragraphs, genre organization features, cohesion words

Cultural nuances: the subtleties of communication unique to a cultural group which are often inferred or implied

Cultural identity: the sense of self and belonging created by living and connecting with a unique cultural group

Refine texts: use techniques to edit and refine text according to a genre's function and format using verbs effectively, using repetition and substitution for effect, attaining parallelism, adding modifiers, varying sentence types, etc.

Speaking and listening skills:

- the ability to employ strategies associated with speaking skills may include the conscious use of emotion, pauses, inflection, silence, and emphasis according to context
- the ability to employ strategies associated with listening skills may include receptive body language, eye contact, paraphrasing, building on others' ideas, asking clarifying questions, and disagreeing respectfully

Range of purposes: may include to understand, to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to provoke, to problem solve, and to entertain, etc.

Writing and design processes: there are various writing and/or design processes depending on context and these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing, selecting appropriate format and layout

Authentic audiences: students expand their understanding of the range of real world audiences, including children, peers, community members, professionals, and local and globally connected digital conversations

Acknowledgements and citations: includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples' oral texts and other knowledge

Content – Elaborations**Stages of Cultural Adjustment**

- Stage 1 "The Honeymoon"
- Stage 2 "Frustration/Cultural Confrontation"
- Stage 3 "Cultural Adjustment and Adaptation"
- Stage 4 "Acceptance/Home"

Acculturation processes: the stages that students may experience when learning and adapting to a new culture

First Peoples' oral traditions: e.g., circular, iterative, cyclical

Text feature: elements of the text are not considered the main body. These may include typography (bold, italics, underlined font), font style, guide words, keywords, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes

Structures: how text is organized

Functions: the purpose of the language form in its position (e.g.: a gerund is in the form of a verb, but has the **function** of a noun)

Genres: literary or thematic categories (e.g. adventure, fable, fairy tale, fantasy, folklore, historical, horror, legend, mystery, mythology, picture book, science fiction, biography, essay, journalism, manual, memoir, personal narrative, speech) narrative structures: circular, iterative, cyclical

Content – Elaborations

Linguistic elements: morphology, phonology, pragmatics, syntax, and semantics

Grammar: how syntax, semantics and morphology work together to create conventional accuracy (e.g. verb tense, prepositions, variety of sentence types, plurals, etc.)

Elements of style: stylistic choices that make a specific writer distinguishable from others; can include diction, vocabulary, sentence structure, tone, etc.

Usage: accurate application of language (e.g. collocations, avoiding double negatives, idioms, word misuse, etc.) **Conventions:** common practices in standard punctuation, capitalization, Canadian spelling, quoting and citing.

Literary elements: plot, characterization, theme, setting, prologue, etc.

Figurative language: use of idioms, metaphors, and other expressions that cannot be translated literally.

Register: a speaker/writer's level formality dependent upon the audience, situation and/or culture

Organization: includes time management, preparedness (including binders, lockers, travelling), planning for the writing process, scheduling for deadlines

Multilingual connections: use of L1 (and any additional languages present), cognates, and translation to develop English comprehension

Reading strategies: there are many strategies that readers use when making sense of text; students consider what strategies they need to use to “unpack” text; they employ strategies with increasing independence depending on the purpose, text, and context; strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting

Oral language strategies: includes pronunciation, enunciation, speaking with expression, connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing

Listening strategies: includes listening to a variety of speakers in multiple formats for various purposes, recounting, following directions, etc.

Writing processes: there are various writing processes depending on context; these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing.

Creative and critical thinking processes: synthesis, analysis, evaluation, translation/ability to relate, inquire, etc.

Social, emotional, and metacognitive skills and strategies: refers to collaborating with others, using self-advocacy, self-reflection, self-awareness, building relationships, responsible decision making, and using self-regulation skills to be successful in the classroom and gain independence as a language learner with a positive growth mindset

Recommended Instructional Components:

- encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others;
- acknowledge the social nature of learning;
- tailor flexible groupings to enhance engagement and learning;
- allow for both physical and virtual collaboration;
- support the personal aspect to learning;
- differentiate content, processes, and products;
- promote risk-taking, wonder and curiosity;
- build connections across and within areas of knowledge; • build vocabulary across and within areas of knowledge;
- embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self and peerassessment;
- inspire and stretch student thinking;
- promote student engagement;
- reflect the relationships between emotion, motivation and cognition;
- connect learning to the local and global communities;
- provide opportunities for students to share learning and reflect;
- utilize technologies and other tools in purposeful ways;
- involve explicit and intentional teaching; and,
- make learning visible, open, and transparent.

Frameworks

- SIOP (Sheltered Instruction Observation Protocol)
- Knowledge Framework
- Systemic Functional Grammar - Michael Halliday
- TPRS (Teaching Proficiency through Reading and Story-telling)
- KWL (Know, Wonder, Learn), KWE (Know, Wonder, What ELSE), anticipation guides, making predictions, 4 squares vocabulary, text-to-self, text-to-text, brainstorming, placemat activities
- explicit vocabulary instruction ○ Frayer model, defining new vocabulary, pronunciation of new words, content word walls, anchor charts, personal dictionaries, concept definition maps, definition charts
- comprehensible input ○ graphic organizers, semantic organizers, appropriate language choice for audience, clear instructions (can include written instructions), wait time (5-7 seconds is recommended), clarifying key concepts in L1, multimedia resources, modelling and paraphrasing
- scaffolded interaction

- gradual release model (Teacher to students, Teacher with students, students together, student independently), think aloud strategies, use at least 2 different structures during a lesson – pairs, triads, teams, varied by language proficiency or interest
- use of first language (L1)
- review of key concepts
 - Provide comprehensive review of key vocabulary: teach, review, assess, teach: use word study books, content word walls, etc.
 - Supply comprehensive review of key content concepts: review content directly related to objectives throughout lesson; use graphic organizers as a review
 - Regularly give feedback to students on their output: clarify, discuss, correct responses
 - Conduct assessment of student comprehension and learning: use a variety of quick/mini-reviews: thumbs-up/down, numbered wheels, small dry-erase boards, 5-finger show, include self-assessment
- pre-reading strategies
 - SQP2RS, scanning, skimming, previewing text, T.H.I.E.V.E.S. (title, headings, introduction, every first sentence, visuals, vocabulary, end of chapter questions, summarize) see more under building background knowledge

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

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

Students will answer these questions on an ongoing basis:

- What am I learning?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps? **The teacher will:**

- Clarify learning intentions
- Generate and provide clear success criteria in student-friendly language
- Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- Provide ongoing feedback

Learning Resources:

Teacher Professional Resources

- ~~Teaching English as a Second or Foreign Language~~ by Marianne Celce-Murcia, Donna M. Brinton, Marguerite Ann Snow
- *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings* by Jeff Zwiers and Marie Crawford
- *The Art of Teaching Speaking* by Keith Folse
- *Big Ideas for Expanding Minds* by Jim Cummins
- *Language Assessment: Principles and Classroom Practices* by H. Douglas Brown and Priyanvada Abeywickrama
- *The Teacher's Grammar of English with Answers: A Course Book and Reference Guide* by Ron Cowan
- *Building Academic Vocabulary* by Lawrence Zwier
- *Longman Student Grammar of Spoken and Written English* by Douglas Biber Susan Conrad, and Geoffrey Leech • "How Language Works" Program
- *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom* by Pauline Gibbons and Jim Cummins
- *Building Academic Vocabulary* by Lawrence Zwier

- Provide opportunities for ongoing self and peer assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content. Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/achievement is required or necessary. The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Resources to Aid Instruction:

- Scholastic “Taking Action”, “Let’s Talk About”, “Big Idea” series
- Adapted versions of “Anne of Green Gables”, The Elephant Man (Victorian Canada) or other novels with Canadian focus
- First Peoples myths, legends and recounts

Digital Learning Resources (this list is not exhaustive):

- Adobe Spark
- Seesaw
- Flipgrid
- Socrative

Canadian Culture 10



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Comox Valley	School District/Independent School Authority Number SD71
Developed by: Leah Baron	Date Developed: September 2017
School Name: GPVanier	Principal's Name: Julie Richards
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only)
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Canadian Culture 10	Grade Level of Course 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Special Training, Facilities or Equipment Required: Trained
in ELL methodology

Course Synopsis:

Through Canadian Culture 10, students will develop their understanding of Canadian political and physical geography, the development of Canadian cultural identity, First Peoples Culture and historical and political developments in Canada within a sheltered environment which meets the specific cultural adjustment needs of English Language Learners. Canadian Culture 10 is designed for ELLs at Level 3/Developing Level and Level 4/Expanding Level on the current 5 level ELL Standards.

Goals and Rationale:

ELLs are continuing their language learning journey of communicative competency. While ELLs have much in common with other students, they have specific needs in the areas of language and cultural adjustment. For many ELLs, their late entry into our education system requires additional support for them to develop more increasingly complex, sophisticated, and independent communication. Research shows that ELLs benefit from within a sheltered academic setting which considers their varied cultural, social-emotional and language identity. Canadian Culture 10 is an introduction to Canadian history, culture, geography and social make-up, and prepares ELLs for further study in Social Studies 10 by giving students the background to Canadian Society. An introduction to the inquiry process, critical thinking and Canadian expectations for ethical learning: helping students learn and understand intellectual honesty builds the skills that students will need in both Social Studies and other academic courses.

Big ideas:

Canada's policies and treatment of minority people have negative and positive legacies

Immigration and multiculturalism continue to shape Canadian society and identity

Disparities in power alter the balance of relationships between individuals and between societies

The physical environment influences the nature of political and social and economic change

Students are expected to be able to do the following:

Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at times and places, and from group to group (significance)

Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)

Compare continuities and changes for different groups at the same time period (continuity and change)

Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence)

Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)

Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)

Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)

Students are expected to know the following:

- Political and physiographic features of Canada
- First Nations Culture pre- contact
- Contact and the continuing effects of imperialism and colonialism on indigenous peoples in Canada

- Nationalism and the development of Canada
- The development and evolution of Canadian society identity over time
- The changing nature of Canadian immigration over time
- Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments
- Levels of government, their main functions, and sources of funding
- Participation and representation in Canada's system of government

Aboriginal Worldviews and Perspectives:

Canadian Culture 10 shares a variety of Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's identity
- Language and culture stresses the importance of an individual's sense of place and one's identity in the world.
- Learning involves patience and time.

FORMATIVE ASSESSMENT:

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning. Students will answer these questions on an ongoing basis:

• What am I learning? • Why is it important? • How am I doing? • How do I know? • What are my next steps? The teacher will: • Clarify learning intentions • Generate and provide clear success criteria in student-friendly language • Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions • Provide ongoing feedback • Provide opportunities for ongoing self and peer assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content. Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/achievement is required or necessary. The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Comox Valley School District	School District/Independent School Authority Number SD71
Developed by: Joanne Majernik, Brenda Sampson, Vicki Schrader, Shannon Spencer	Date Developed: April 2, 2018
School Name: M.R.Isfeld	Principal's Name:
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only)
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Academic Language for ELL 11	Grade Level of Course 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Special Training, Facilities or Equipment Required: Trained in ELL methodology

Course Synopsis:

Through Academic Language ELL 11 students will develop their academic English within a sheltered environment which meets the specific cultural adjustment needs of English Language Learners (ELLs). This course continues to expand upon the skills acquired in Introduction to Academic Language ELL10 which are needed in order to be successful in writing, speaking, listening, and reading competencies through a variety of text genres, registers, structures, forms, and styles. To build their competencies, students will experience language (listen, read, and study texts) from a variety of genres by studying the forms, styles, and models required to create original work, while also building their awareness of the socially constructed nature of language. This course includes

elements of Canadian culture (cultural identity and First Peoples culture). Academic Language ELL 11 is designed for ELLs at Level 3/Developing Level and Level 4/Expanding Level on the current 5 level ELL Standards/Surrey District Continuum.

Goals and Rationale:

ELLs are continuing their language learning journey of communicative competency. While ELLs have much in common with other students, they have specific needs in the areas of language and cultural adjustment. These needs must be met in such a way that they achieve a level of fluency in English commensurate with their age and ability. For many ELLs, their late entry into our education system requires additional support in order for them to develop more increasingly complex, sophisticated, and independent communication. In addition, explicit instruction in the cultural subtleties and nuances, as well as the social and historical context of language is most appropriate for ELLs once they have a solid foundation in the language yet while at the same time there remains a noticeable deficit in their knowledge and awareness of how to use the language appropriately in their social context.

Research shows that ELLs benefit from continued explicit instruction beyond the Emerging Level (Surrey District Continuum) for their development of appropriate social register in multiple language domains within a sheltered academic setting which takes into account their varied cultural, social-emotional and language identity.

ELLs' various learning backgrounds and experiences are an invaluable resource for all learners. *Academic Language for ELL 11* continues to support students' English language development while they share their histories and culture within their new community, in addition to cultivating the expression of their critical and creative thinking.

Academic Language for ELL 11 will increase a student's ability to use English to demonstrate cultural communicative competence in an academic setting while utilizing students' past education and life experiences. Students will reflect on their experiences—especially their learning experiences—and be able to express what they have learned, thus establishing a growth mindset for learning.

Cultural communicative competence encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media with the understanding this can successfully be achieved in various cultural contexts.

More specifically, the goals of this course are to help students:

- Develop skills and strategies to support English and L1 learning in order to become communicatively competent in academic English environments
- Develop an awareness that language is expressed through a cultural lens and develop strategies to be successful in a new environment
- Connect and engage with others to strengthen intercultural communication skills in a way that respects cultural identity and diverse perspectives

- Develop an understanding of how to express oneself clearly in order to present information in an organized way, in accordance with the conventions of academic English
- Explain, recount and reflect on experiences and accomplishments

Aboriginal Worldviews and Perspectives:

Academic Language for ELL 11 shares a variety of Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's identity.
- Language and culture stresses the importance of an individual's sense of place and one's identity in the world.
- Learning involves patience and time.

BIG IDEAS

Information is accessed for diverse purposes and from a variety of texts .	Context language for cor and meanir of	Effective communication includes understanding and demonstrating cultural nuances and norms .	Effective communication includes exchanging ideas and viewpoints to share thinking.	Producing writing for authentic audiences and academic purposes is important for comprehension.
---	---	--	---	---

Learning Standards

Curricular Competencies	Content
-------------------------	---------

Students are expected to do the following:

Receptive (reading and listening)

Reading

- identify keywords in text and apply **reading strategies** to find meaning
- connect, summarize, infer, predict, evaluate, and comprehend a variety of **reading materials**
- connect reading material to personal experiences (via discussions, debates, persuasive writing, research)
- appreciate reading and being read to for information and pleasure • develop a repertoire of strategies to aid comprehension

Listening

- understand colloquial expressions, idioms, figurative language, and academic language within context • display **active listening**
- interpret, analyze, and evaluate oral and media presentations
- understand meaning through voice, tone, and intonation
- take notes and summarize oral content

Expressive (speaking and writing/representing)

Students are expected to know the following:

Strategies to support independent learning of the academic language domains:

- **Listening**
- **Speaking**
- **Reading**
- **Viewing**
- **Writing**
- **Representing**

Strategies to support **intercultural communicative competence**:

- Language and communication are culturally dependent
- Language learning takes different amounts of time for each learner
- communication has a variety of approaches influenced by one's experience and background: **pragmatic discourse**
- idioms, figurative language, connotations, denotations

Speaking

- use varied vocabulary, including content-specific language, colloquial, idiomatic and figurative language appropriately in various social settings
- use increasingly accurate **discourse patterns** and **register**
- pronounce words to aid a listener's comprehension
- make content-based presentations
- participate in **discussions** and orally support opinions or beliefs
- use in **problem-solving strategies**

Writing and Representing

- respond to text in personal, creative, and critical ways
- use **writing strategies** to plan, develop, and create meaningful texts for a variety of **genres**
- create meaningful texts through exchanging ideas, extending thinking and transforming ideas to create original texts
- express and support an opinion with evidence
- use the conventions of Canadian spelling, grammar, and punctuation with increasing proficiency and as appropriate to the context
- develop and experiment with **voice** in writing
- manipulate language for varied effects
- improve accuracy in appropriate word choice
- use information **ethically**
- exhibit less evidence of literal translation in L2 output

Genres: Reading and Writing

- structures of various academic genres
- descriptive, informative, expository, explanation, persuasive, technical, etc.; genres that may occur across the curriculum

Skills, Strategies and Processes:

- the **writing process** across the genres
- expanded range of **linguistic features**
- **organization**
- **social, emotional, and metacognitive**
- **text features**
- studying, note-taking, test-taking
- collaborative learning
- **Canadian expectations for ethical learning** and plagiarism awareness
- **creative and critical thinking processes**

Big Ideas – Elaborations

Text/texts: *Text* and *texts* are generic terms referring to all forms of oral, written, visual, or digital communication:

- Oral texts include speeches, poems, plays, oral stories, songs or newscasts and interviews
- Written texts include novels, articles, short stories and adapted text. • Visual texts include posters, photographs, and other images
- Digital texts include electronic forms of all of the above.
- Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements, radio broadcasts).

Academic language: is the language needed by students to be successful in school, it is the language used to express ideas and thoughts across content areas; it can be oral and or/written language, and it is of a more succinct and formal register.

Cultural nuances and norms: cultural nuances refer to the subtleties of communication unique to a culture group which are often inferred or implied, while the norms refer to communication styles and behaviours that are generally accepted to be culturally appropriate

Curricular Competencies – Elaborations

Reading strategies: brainstorming, skimming, scanning, visualization, defining new vocabulary, activating background knowledge, connecting

Reading materials: may include using books from varying levels, a variety of fiction and nonfiction texts including different genres consistent with content materials

Active listening: includes understanding and awareness of the cultural aspects of listening and engaging with the speaker: eye contact, distance between speaker and listener, volume, pausing

Speaking: voicing an opinion, scaffolded engagement (1:1, small group, large group, 1: class), choral reading and responses, orally presenting

- Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus. Examples include literature circles, book clubs, blogs, and small group discussions/decision making/informal debating
- Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology. Examples include “show and tell,” explaining a concept, sharing a Power Point presentation about a research/inquiry topic, and creating a video proposal

Discourse patterns: spoken language and active listening used in social-cultural contexts which help build students’ BICS (Basic Interpersonal Communication Skills) and CALPS (Cognitive Academic Language Proficiency); for example: the difference between formal and informal speech and when to use each

Register: a speaker/writer’s level formality dependent upon the audience, situation and/or culture

Discussions: include small-group, partners, one-to-one, whole class, etc.

Problem solving strategies: are used in the classroom to support conversing in authentic independent or collaborative group work contexts to improve communication. Some suggestions may include respectfully disagreeing, providing constructive feedback, turn taking in conversations, giving evidence to support opinion, advocating self by formulating questions or statements of need. L1 discourse patterns may differ between cultures and English discourse patterns need to be explicitly taught

Writing strategies: accessing background knowledge, brainstorming, webbing, using graphic organizers, drafting, revising, editing (peer and self)

Genres: includes specifically knowing the descriptive, informative, expository, explanation, persuasive, technical, etc.; genres that may occur in other content areas

Voice: to identify and use point of view, humour, and cultural perspective (e.g., persona)

Ethically: defines appropriate citations (e.g.: bibliography, work cited, textual referencing), learns and uses appropriate paraphrasing techniques, understands plagiarism and how to avoid it

Assessment tools and techniques: using and/or creating assessments for self-assessment or peer-assessment (e.g.: ELL rubrics, ELL matrices, learning logs, reflective journals, portfolios, etc.); students should receive explicit instruction on how the use of assessment tools and their purpose of these tools (e.g.: teaching assessment genres including multiple choice, true or false, creating short answers using the text from the question, long answer/essay responses; how to read and interpret assessment questions, rubrics, and matrices)

Content – Elaborations

Listening: includes understanding and awareness of the cultural aspects of active listening and engaging with the speaker: eye contact, distance between speaker and listener, questioning, etc.

Reading: refers to cultural organization of text; students consider what strategies they need to use to deconstruct text; they employ reading strategies with increasing independence depending on the purpose, text, and context

Speaking: uses language appropriately in a variety of contexts including debating respectfully, presenting, contributing to discussions; understanding when to use formal (academic) and informal (social) language, intonation, pausing, etc.

Viewing: refers to the ability to view and understand a range of visual or graphic communication

Writing: refers to organizational planning for writing structures, grouping ideas, note taking, elaborating, summarizing, inferring, and imagery

Representing: refers to the ability to communicate one's understanding through a variety of techniques

Intercultural communicative competence: the ability to communicate effectively in various cultural contexts

Pragmatic discourse: includes understanding meaning through voice, tone, intonation, and non-verbal cues like gestures and other body language

Content – Elaborations

The writing process: refers to paraphrasing, paragraphing, summarizing, prewriting, drafting, revising, publishing, editing, accessing background knowledge, brainstorming

Linguistic features: morphology, phonology, pragmatics, syntax, semantics

Organization: includes time management, preparedness (including binders, lockers, travelling), planning for the writing process, scheduling for deadlines

Social, emotional, and metacognitive: refers to the abilities, skills, strategies and understandings that enable collaboration with others; for example: using self-advocacy, self-reflection, self-awareness, building relationships, responsible decision making, using selfregulation skills to be successful in the classroom and gain independence as a language learner

Text features: elements of the text that are not considered part of the main body. These may include typography (bold, italics, underlined font), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes

Canadian expectations for ethical learning: helping students learn and understand intellectual honesty in accordance with Surrey schools' codes of conduct

Creative and critical thinking processes: being able to synthesize, analyze, evaluate, translate/relate, inquire, etc.

Recommended Instructional Components:

- encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others;
- acknowledge the social nature of learning;
- tailor flexible groupings to enhance engagement and learning;
- allow for both physical and virtual collaboration;
- support the personal aspect to learning;
- differentiate content, processes, and products;
- promote risk-taking, wonder and curiosity;
- build connections across and within areas of knowledge; • build vocabulary across and within areas of knowledge;
- embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self and peerassessment;
- inspire and stretch student thinking;
- promote student engagement;
- reflect the relationships between emotion, motivation and cognition;
- connect learning to the local and global communities;
- provide opportunities for students to share learning and reflect;

- utilize technologies and other tools in purposeful ways;
- involve explicit and intentional teaching; and,
- make learning visible, open, and transparent.

Frameworks

- SIOP (Sheltered Instruction Observation Protocol)
 - Knowledge Framework
 - Systemic Functional Grammar - Michael Halliday
 - TPRS (Teaching Proficiency through Reading and Story-telling)
 - KWL (Know, Wonder, Learn), KWE (Know, Wonder, What ELSE), anticipation guides, making predictions, 4 squares vocabulary, text-to-self, text-to-text, brainstorming, placemat activities
 - explicit vocabulary instruction
 - Frayer model, defining new vocabulary, pronunciation of new words, content word walls, anchor charts, personal dictionaries, concept definition maps, definition charts
 - comprehensible input
 - graphic organizers, semantic organizers, appropriate language choice for audience, clear instructions (can include written instructions), wait time (5-7 seconds is recommended), clarifying key concepts in L1, multimedia resources, modelling and paraphrasing
 - scaffolded interaction
 - gradual release model (Teacher to students, Teacher with students, students together, student independently), think aloud strategies, use at least 2 different structures during a lesson – pairs, triads, teams, varied by language proficiency or interest
 - use of first language (L1)
 - review of key concepts
 - Provide comprehensive review of key vocabulary: teach, review, assess, teach: use word study books, content word walls, etc.
 - Supply comprehensive review of key content concepts: review content directly related to objectives throughout lesson; use graphic organizers as a review
 - Regularly give feedback to students on their output: clarify, discuss, correct responses
 - Conduct assessment of student comprehension and learning: use a variety of quick/mini-reviews: thumbs-up/down, numbered wheels, small dry-erase boards, 5-finger show, include self-assessment
 - pre-reading strategies
 - SQP2RS, scanning, skimming, previewing text, T.H.I.E.V.E.S. (title, headings, introduction, every first sentence, visuals, vocabulary, end of chapter questions, summarize) see more under building background knowledge
- Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

Students will answer these questions on an ongoing basis:

- What am I learning?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps? **The teacher will:**

- Clarify learning intentions
- Generate and provide clear success criteria in student-friendly language
- Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- Provide ongoing feedback
- Provide opportunities for ongoing self and peer assessment

Learning Resources:

- Doug Buehl, *Classroom Strategies for Interactive Learning*
- Jim Cummins & Margaret Early, *Big Ideas for Expanding Minds*
- Pauline Gibbons, *Scaffolding Language, Scaffolding Learning*
- Debra J. Pickering and Robert J. Marzano *Building Academic Vocabulary: Teacher's Manual*
- Jeff Zwiers, *Building Academic Language*
- The Bennet Scale of Intercultural Sensitivity
- <https://sites.google.com/a/bayless.k12.mo.us/ms-barbeau-ell---bayless-elementary-school/ms-barbeau-ell-specialist/aboutms-barbeau/the-go-to-strategies>
- www.empoweringells.com
- <http://www.colorincolorado.org/>
- www.everythingsl.net
- <http://tslater.public.iastate.edu/kf/structures.html> - Knowledge Frameworks
- <https://ellandsiopresources.weebly.com/> - SIOP Resources

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content. Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/achievement is required or necessary. The evidence gathered will be used to communicate student learning and provide evaluative feedback.

BRIEFING NOTE

TO: Board of Education
FROM: Tom Demeo, Assistant Superintendent
RE: School Fees

DATE: May 28, 2019

Background:

As per the *School Act* Section 82 (6), which states:

A board must publish a schedule of the fees to be charged and deposits required and must make the schedule available to students and to children registered under Section 13 and to the parents of those students and children before the beginning of the school year.

Find attached the Fee Schedules for those schools that are charging fees next year.

In addition to the fee schedule districts must also ensure that each of the sites which are charging fees has a Financial Hardship Policy. (See applicable *School Act*) Sections 82.4, 82 (3), 82.1 (4), 82.2, 82.3 and 82.31 (3) apply only to a board that has established policies and procedures to facilitate participation by students of school age ordinarily resident in British Columbia who would otherwise be excluded from the course, class or program because of financial hardship.

The following is a Hardship Policy which is on all school websites and has been communicated to parents.

Hardship Policy
Financial Hardship

No student will be denied the opportunity to participate in a course and/or activity associated with a course or specialty program in which they are enrolled because of financial hardship.

1. Parents/guardians and/or students should contact the principal in order that confidential, respectful and discreet arrangements can be made to ensure that a student is not denied an opportunity to participate in a course, program or activity.
2. Principals have a responsibility to ensure that students are not excluded from a course, class, program or activity due to financial hardship. Principals will ensure that such cases are handled in a confidential, respectful and discreet manner.
3. Any decision to refuse financial assistance may be appealed to the Assistant Superintendent.
4. All procedures to determine financial hardship will be in compliance with the *Freedom of Information and Protection of Privacy Act* legislation.

Recommendation:

THAT the Board of Education, School District No. 71 (Comox Valley) approve the attached Fee Schedules for the 2019-2020 school year.



Georges P Vanier Secondary School

School Fees for 2019-2020

As per section 82 (Fees and Deposits) of the School Act, please note the following.

Fees	Amount	Description
Student Fee (Gr 8 – 12)	\$25.00	Leadership activities, fine art performances, career planning
Grad Fee (Gr 12)	\$125.00	Banquet rental, dinner, sound rental, commencement photo
Optional Fees		
Yearbook	\$45.00	Cost of the yearbook
Athletic Fee per sport	\$10.00 ea	Athletic Awards evening, partial cost of referees, medical supplies, uniform replacement
Hockey Program	\$800.00	Cost recovery of equipment, ice time, field trips
Explore Program	\$800.00	Cost recovery of equipment, trips, food, camping
Transcripts	\$5.00	Pick up
Transcripts	\$6.00	Includes mailing cost
Math Calculator Fee	\$10.00	This is a rental fee and is not refundable
Math Calculator - Refundable Deposit	\$100.00	Cheque made out to GP Vanier Trust which is refundable once the calculator is returned to our Library
Material Costs	Student Projects Determined	Tech classes: the basic project materials are supplied to students at no charge. Students will pay for the cost of the materials for the projects they choose to complete above this basic project
School Trips	Cost recovery	Band trips and field trips – cost of the trip is based on cost recovery. Possible expenses included: bussing, TOC costs (if any), accommodation, entry fees to exhibits/games, etc.

We, the Georges P Vanier Secondary Parent Advisory Committee ratify the attached fees for 2019-2020.

Julie Shields, Principal: *J. Shields*

Date: *May 22 2019*

Gesa Ward or Roberta Rowntree: *R. Rowntree*

Date: *May 21 2019*



Glacier View
Secondary Centre

241 Beecher Dr.
Courtenay, BC V9N 3Y4
Ph: 250-338-2752
Fax: 250-338-6132

May 17, 2019

RE: School fees for the 2019-2020 school year.

As per section #82 of the School Act, please note the following information regarding school fees for Glacier View Secondary:

The only school fee Glacier View charges students is a Graduation Fee totaling \$35.00. The purpose of this fee is to cover expenses related to the graduation ceremony the school provides graduating students. The following expenses are covered by this fee:

- Grad portraits.
- Grad cap and gown rental
- Light fixture rentals
- Roses for each graduating student
- Cake, food & refreshments for after the ceremony
- Grad decorations
- Security services

Sincerely,

Murray McRae
Principal, Glacier View Secondary Centre



MARK R. ISFELD SECONDARY SCHOOL

1551 Lerwick Road, Courtenay, BC V9N 9B5

Phone (250) 334-2428 Fax (250) 334-0659

www.isfeldschool.com

FINANCIAL HARDSHIP

No student will be denied the opportunity to participate in a course or activity associated with a course in which they are enrolled because of financial hardship.

REGULATIONS

1. Parents/Guardians and /or students should contact the principal in order that confidential, respectful and discreet arrangements can be made to ensure that a student is not denied an opportunity to participate in a course, or activity associated with a course.
2. The principal has a responsibility to ensure that students are not excluded from a course, class, program, or activity due to financial hardship. The principal will ensure that such cases are handled in a confidential, respectful, and discreet manner.
3. Parents of students requiring financial assistance should speak privately with the principal to outline the reasons why financial assistance is required. A decision to refuse financial assistance may be appealed to the Assistant Superintendent.
4. All procedures to determine financial hardship will be in compliance with the *Freedom of Information and Protection of Privacy Act* legislation.



MARK R. ISFELD SECONDARY SCHOOL

1551 Lerwick Road, Courtenay, BC V9N 9B5

Phone (250) 334-2428 Fax (250) 334-0659

www.isfeldschool.com

Mark R. Isfeld Secondary School Fees for 2019-2020

As per section 82 (Fees and Deposits) of the School Act please note the following.

Fee	Amount	Description
Student Fee	\$25.00	Leadership activities, fine art performances, career planning
Graduation Fee	\$125.00	Banquet rental, dinner, sound rental, commencement photo
Optional Fee		
Yearbook	\$45.00	Cost of the yearbook
Athletic Fee	\$25.00	Athletic banquet, partial costs of referees, medical supplies, uniform replacement

We, the Mark R. Isfeld Secondary PAC ratify the attached fees for 2019-2020

Sean Lamoureux, Principal

Date:

April 17, 2019.

Lisa Taylor, PAC President

Date:

April 24, 2019.

FINANCIAL HARDSHIP

No student will be denied the opportunity to participate in a course or activity associated with a course in which they are enrolled because of financial hardship.

REGULATIONS

1. Parents/Guardians and /or students should contact the principal in order that confidential, respectful and discreet arrangements can be made to ensure that a student is not denied an opportunity to participate in a course, or activity associated with a course.
2. The principal has a responsibility to ensure that students are not excluded from a course, class, program, or activity due to financial hardship. The principal will ensure that such cases are handled in a confidential, respectful, and discreet manner.
3. Parents of students requiring financial assistance should speak privately with the principal to outline the reasons why financial assistance is required. A decision to refuse financial assistance may be appealed to the Assistant Superintendent.
4. All procedures to determine financial hardship will be in compliance with the Freedom of Information and Protection of Privacy Act legislation.



HIGHLAND SECONDARY

750 Pritchard Road Comox, BC | V9M 3S8 T. 250.339.5525 | F. 250.339.0832 www.HIGHLANDSECONDARY.ca

School Fees for 2019-2020

As per section 82 (Fees and Deposits) of the School Act please note the following.

Fee	Amount	Description
Student Fee	\$25.00	Leadership activities, student recognition, fine art performances, career planning
Graduation Fee	\$125.00	Facilities rental, dinner, entertainment, commencement photo
Optional Fee		
Yearbook	\$45.00	Cost of the yearbook
Athletics	varies	Tournament fees, partial costs of referees, travel etc.
Fine Arts	varies	Band and Drama trips, travel, accommodation etc.
Tech Ed.	varies	Base projects have no cost. Costs for materials used beyond base level.

We, the Highland Secondary PAC ratify the attached fees for 2019-2020

Dean Patterson, Principal _____ Date: _____

Adam Thompson, PAC President _____ Date: _____

BRIEFING NOTE

TO: Board of Education
FROM: Nicole Bittante, Secretary-Treasurer
RE: **2018 Carbon Neutral Action Report**

DATE: May 28, 2019

Purpose

This briefing note is provide the 2018 Carbon Neutral Action Report as information to the Board of Education. The report will be provided to the Climate Action Secretariat and will be posted on the district's website as information.

Recommendation

It is recommended that the Board of Education receive the 2018 Carbon Neutral Action Report as information.

Respectfully submitted,

Nicole Bittante

Nicole Bittante
Secretary-Treasurer

2018 CARBON NEUTRAL ACTION REPORT

COMOX VALLEY SCHOOLS

SCHOOL DISTRICT NO. 71



Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

VANCOUVER ISLAND



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DECLARATION STATEMENT

This Carbon Neutral Action Report (CNAR) for the period January 1st, 2018 to December 31st, 2018 summarizes our emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2018 to reduce our greenhouse gas emissions and our plans to continue reducing emissions in 2019 and beyond.

By June 30, 2019 School District 71, Comox Valley's final Carbon Neutral Action Report will be posted to our website at www.comoxvalleyschools.ca/.



OVERVIEW - COMOX VALLEY SCHOOLS

Comox Valley Schools or School District 71 (SD71) is one of 60 school districts in British Columbia. In addition to serving the central Vancouver Island municipalities of the City of Courtenay, the Town of Comox and the Village of Cumberland, SD71 also serves students in the surrounding communities of Black Creek, Merville, Royston, Union Bay, Hornby Island and Denman Island.

QUICK FACTS – SD71 serves:

- 1 Regional District
- 2 Islands
- 8500 + students
- 3 Municipalities
- 1 First Nation



Vancouver Island, BC

Fifteen Elementary Schools: Airport, Arden, Aspen Park, Brooklyn, Courtenay, Cumberland Community School (K-9), Denman Island, École Puntledge Park, École Robb Road, Hornby Island, Huband Park, Miracle Beach, Queneesh, Royston, Valley View

One Middle School: Lake Trail Middle School (Gr. 6-9)

Three Secondary Schools: Georges P. Vanier, Highland, Mark R. Isfeld

Additional Schools/Programs: Glacier View Secondary Centre (Alternate Gr. 8-12), Nala'atsi Alternate Program, Navigate (NIDES), International Student Program

SD71's Vision and Mission Statement:

"A learning community that embraces diversity, honours relationship and prepares all learners for a changing world. To work with our educational partners to develop responsible, compassionate citizens and successful, lifelong learners."

Board of Trustees 2019 – 2022

OVERVIEW - GHG REPORTING

In 2007, the B.C. Government took a major step in the fight against climate change by setting aggressive greenhouse gas (GHG) reduction targets and making it legally binding. The Climate Change Accountability Act (CCAA), formerly titled “Greenhouse Gas Reduction Targets Act (GGRTA)” updates legislated targets for reducing greenhouse gases. Under the Act, B.C.’s GHG emissions are to be reduced by the following listed targets set for the PSOs and regulated by the Carbon Neutral Government:

- ❑ By 2030, B.C. will reduce GHG emissions by 40 per cent, compared to 2007 levels
- ❑ By 2040, B.C. will reduce GHG emissions by 60 per cent, compared to 2007 levels
- ❑ By 2050, GHG emissions will be reduced by at least 80 per cent below 2007 levels

To meet legislated targets, all public sector organizations including school districts, are required to be carbon neutral. The phrase “carbon neutral” is a way to explain and take responsibility for the GHGs emitted. As a PSO “adding” GHGs to heat buildings, the emissions can be “subtracted” by purchasing carbon offsets. These purchased offsets support innovative B.C.-based projects that create economic opportunities and fosters the use and development of clean technologies across the province. All public sector organizations follow a five-step process to become carbon neutral and have been doing so since 2010.

SD71 has implemented these five steps to become carbon neutral. Firstly, **measuring** operational GHG emissions from district buildings, district vehicles and district wide paper consumption. Secondly, **reducing** emissions where possible through an integrated approach. Thirdly, **offsetting** SD71 GHG emissions by purchasing an equivalent amount of high quality, made-in-B.C. carbon offsets. Fourthly, **reporting** annually on progress through the Carbon Neutral Action Report (CNAR) and finally, **verifying** data and emissions through SMARTTool. To convert GHG emissions into a unit of measure, the BC government uses the application SMARTTool. All PSOs enter their data into SMARTTool, which then converts this data into tonnes of carbon dioxide equivalents (tCO₂e).



To become carbon neutral for the 2018 calendar year, SD71 purchased carbon offsets for 2079 tonnes of carbon dioxide equivalent (tCO₂e) emitted.

Since SD71 began annual reporting in 2010, tCO₂e emissions have varied but have shown some declining trends. While the highest tCO₂e level was reported in 2012, the lowest level was in reported in 2015. Historical SD71 annual levels of tCO₂e emission are as follows:

2010 – 2463 tCO₂e
2011 – 2475 tCO₂e
2012 – 2504 tCO₂e
2013 – 2268 tCO₂e
2014 – 2208 tCO₂e
2015 – 1975 tCO₂e
2016 – 2027 tCO₂e
2017 – 2275 tCO₂e
2018 – 2079 tCO₂e

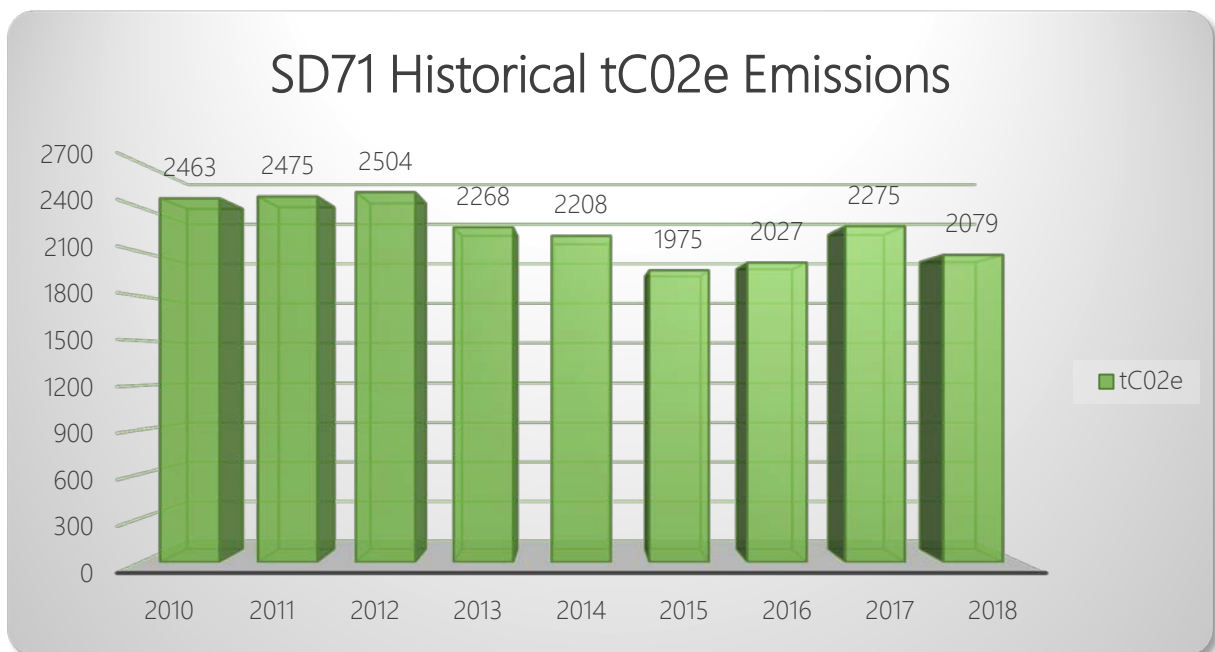


Figure 1 - SD 71 Historical tCO₂e Emissions 2010 - 2018

As noted in the data below, extracted from SMARTTool reports, district wide, buildings continue to produce the majority of GHG emissions at approximately 88% of the tCO₂e produced due to heating and lighting demands.

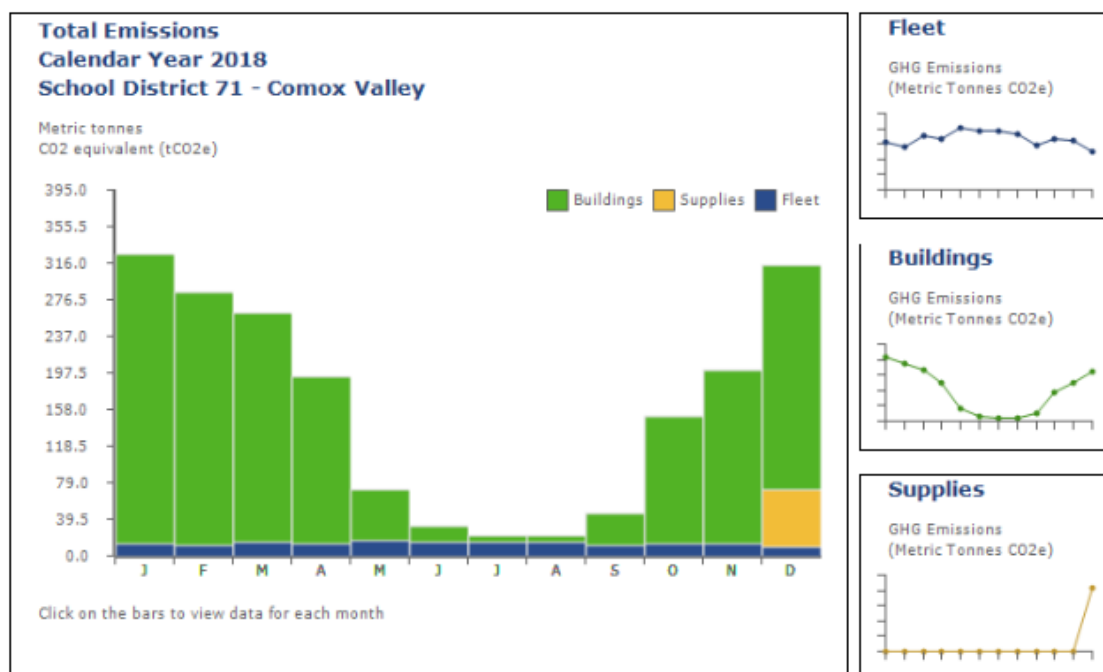


Figure 2 - SMARTTool Report of SD71 Monthly tCO₂e Levels

	Total Emissions	Total Offsets
2019 Calendar Year	706	706
2018 Calendar Year	1,962	1,956
Adjustment to 2017	132	132
Adjustment to 2016	-9	-9

Totals Calendar Year 2018, School District 71 - Comox Valley

Totals Calendar Year 2018, School District 77 - Colfax Valley

	Measure	Quantity	Greenhouse Gases in Tonnes				
			CO ₂	BioCO ₂	CH ₄	N ₂ O	tCO ₂ e ¹
Scope 1 (Direct) Emissions							
Mobile Combustion (Fleet)	Litres	74,163.00	163.16	5.60	0.02	0.04	182.02
Stationary Combustion, Reported ³	GigaJoules	33,155.51	1,648.43	0.00	0.03	0.03	1,658.60
Scope 2 (Indirect) Emissions							
Purchased Energy, Reported ³	GigaJoules	19,468.87	58.41	0.00	0.00	0.00	58.41
Scope 3 (Business Travel and Office Paper) Emissions							
Office Paper	Packages	9,720.00	62.63	0.00	0.00	0.00	62.63
Total Emissions, Calendar Year 2018			1,932.63	5.60	0.05	0.07	1,962
Carbon Neutral or Offset Exempt			0.00	5.60	0.00	0.00	6
Total for Offsets⁴			1,932.63	0.00	0.05	0.07	1,956

1. Each greenhouse gas has been converted to a standard measurement (tCO₂e) by multiplying its emissions by its global warming potential (GWP). The GWP of carbon dioxide (CO₂) from both anthropogenic and biogenic sources is 1; methane (CH₄) is 25, and nitrous oxide (N₂O) is 298. The Totals for tCO₂e are shown here rounded to the nearest whole metric tonne as only whole tonnes of tCO₂e can be purchased for offsets.

2. Estimated data has been calculated based on the methods described in the Methodology Document.

3. Reported data refers to consumption which has been directly billed to the organization.

4. The tCO₂e value from the "Total for Offsets" line represents the quantity of offset purchases required to become carbon neutral.

Figure 3 - SMARTTool Report of SD71 GHG in Tonnes, tCO₂e

OVERVIEW - KEY ACTIONS 2018

Throughout SD71, we are committed to preparing all learners for a changing world. We value healthy living and social responsibility as well as academics. Comox Valley Schools has met the challenges of rising heating costs and increased demand on aging facilities. Senior management has played an active role in seeking out and securing funding opportunities that will result in GHG emission reductions.

SD71 is committed to reducing greenhouse gas emissions, and energy efficiency highly contributes to this goal. The following four principles are of key importance when assessing the need for replacing equipment:

1. Creating healthy environments for students and teachers: air, noise, and temperature
2. Reducing energy waste
3. Reducing energy consumption
4. Increasing equipment and system efficiency

The most significant GHG reduction upgrade projects completed in 2018 include:

1. Valley View Elementary Boilers and Water Heater Replacement Project
2. Royston Elementary HVAC Mechanical & DDC Upgrade Project
3. Various Building and Equipment Upgrades

1. Valley View Elementary Boilers and Water Heater Replacement Project

A 2015 Mechanical Feasibility study of Valley View Elementary identified that the standard gas fired boilers were inefficient and were close to the end of their expected service life. The report detailed that the old standard efficiency boilers (approximately 50 to 60% efficient) should be replaced by high efficiency boilers to increase student comfort and to dramatically reduce natural gas consumption.



Figure 4 - Valley View School Boilers & Water Heater Replacements (pumps also replaced)

The photos above show Viessmann high efficiency boilers that replaced the Teledyne boilers in the summer of 2018. The estimated annual 60.57 tCO₂e or 33% reduction in emissions will occur due to replacement with a high efficiency condensing boiler system. This project was partially subsidised by Carbon Neutral Capital Program (CNCP) funding.

2. Royston Elementary HVAC (Mechanical) & DDC Replacement Project

A 2017 Mechanical Feasibility study of Royston Elementary identified that the existing mechanical system was controlled by a Delta DDC temperature control system and four classrooms were still served by original floor mounted Herman-Nelson unit ventilators. The floor mounted unit ventilators did not provide the required ventilation rates or good air distribution in the classrooms and were often turned off because of noise and drafts. The original exhaust fans had been in service for more than thirty-five years and all the exhaust fans and air conditioning units were showing the signs of structural failure due to corrosion (affected by weather). Cold air drafts were experienced in classrooms equipped with a motorized relief air system. Furthermore, the DDC system was outdated with micro panels there were no longer manufactured, and the District's maintenance department reported several failures of components.



Figure 5 - Royston Elementary School HVAC (Mechanical) & DDC Replacement

The photos above show that Royston Elementary school was replaced with heating and ventilating systems that provide ventilation rates acceptable for indoor air quality and occupants' thermal comfort. The existing floor mounted unit ventilators were replaced with vertical type unit ventilators and air distribution ductwork. Notably, the new demand-controlled ventilation and air side economizers maximize overall efficiency of the heating and ventilation system. Additionally, the gymnasium's air handling system was upgraded for variable air flow and CO₂ monitoring to increase system energy efficiency at lower occupant loads. With these upgrades, it is estimated that the annual GHG saving is 16.04 tons CO₂ (18%). This project was partially funded by the School Enhancement Program (SEP).

3. Various Building and Equipment Upgrades

- A. **Direct Digital Control (DDC) building controls upgrades** were completed at Valley View and Royston Elementary schools. DDC systems are used to control a building's various systems from one central point. Depending on the building and its functions, these systems vary in complexity. A building may incorporate a DDC system just to control its HVAC (heating, ventilation and air conditioning) system, or to automate the entire building by also controlling other mechanical and electrical systems. An upgraded DDC system reduces energy waste, energy consumption, and increases equipment and system efficiency.

- B. **LED Light upgrades** were completed in the **gymnasiums** of the following three schools: Cumberland Community School's Beaufort building, Highland Secondary, and G.P. Vanier Secondary. The new gym lighting systems consume 40% less electricity than the former systems.

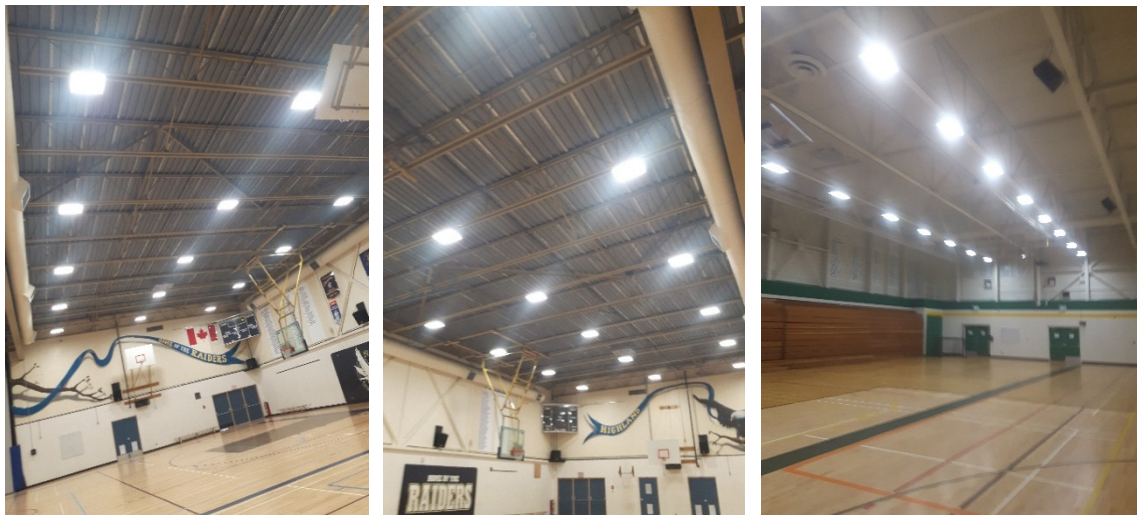


Figure 6 - Gymnasium LED Lighting upgrades at Highland Secondary and G.P. Vanier Secondary

- C. **IT Hardware Upgrades** - The IT Department continues to replace older computers that draw more power and create more heat with newer units as a part of the district's ongoing technology replacement plan. At the same time, replacing older liquid-crystal display (LCD) monitors with newer light-emitting diode (LED) monitors results in less heat generation and power loss. A cathode-ray tube (CRT) monitor needs 110 W to work but the new LED monitors need 17.18 W to work. **This translates to 68% power savings per Energy Star LED monitor.** Additionally, centrally located printers are replacing multiple, personal use printers.
- D. **SD71 Fleet Upgrades** - SD71 continues to remove older fleet vehicles and purchase newer vehicles that are fuel-efficient and produce less emissions.

OVERVIEW - SUCCESS STORIES

Roughly, 80% of SD71 buildings have fuel heating. Natural gas and propane have much higher tCO₂e emissions than electricity. Therefore, as funding and budgets allow, it is imperative to assess and plan which equipment, such as boiler plants, should be upgraded/replaced to gain better fuel efficiency and thus reduce emissions. The next few pages analyze three school boiler replacements from the years 2015, 2016, and 2017.

Lake Trail Middle School Boiler Replacement – Summer 2016

Completion of the boiler replacement at Lake Trail Middle School occurred in July 2016. Like the 2018 Valley View Elementary boiler replacement, a 2015 Mechanical Feasibility study of Lake Trail Middle School identified that the standard gas fired boilers were inefficient and close to the end of their expected service life. The report detailed that the old standard efficiency boilers (approximately 50 to 60% efficient) should be replaced by high efficiency boilers to increase student comfort and to reduce natural gas consumption.

The Lake Trail Middle School Boiler replacement was partially funded by the Carbon Neutral Capital Program (CNCP). This program provides grants to Public Service Organizations (PSOs) to invest in capital projects that reduce energy costs and lower carbon emissions. Funding is allocated by the Ministry of Health to six health authorities, including the Ministry of Education to school districts.

The three bar charts on the following pages show decreasing natural gas emissions (tCO₂e), increasing total cumulative sum of gas emissions saved (tCO₂e), and decreasing natural gas consumption (GJ's) after the 2016 boiler replacement at Lake Trail Middle School.



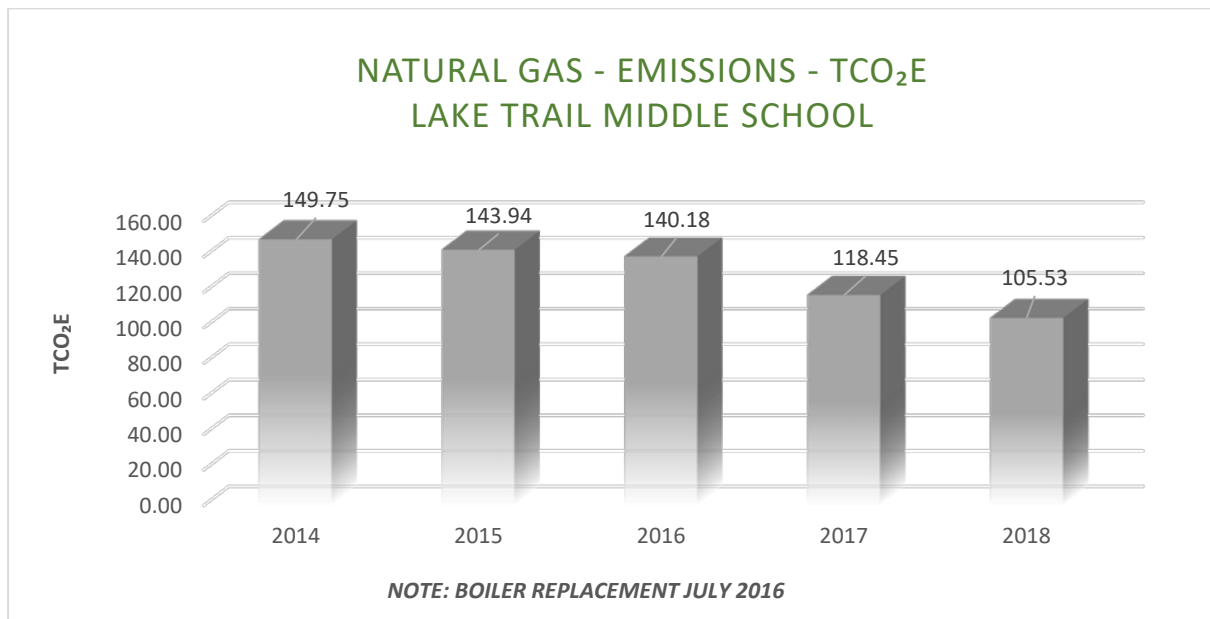


Figure 7 - Lake Trail Middle School - the amount of natural gas tCO₂e (tonnes of carbon dioxide equivalent) emitted annually from 2014-2018. The amount of emissions in 2018 is **27% less** than in 2015 when an old and inefficient boiler was running.

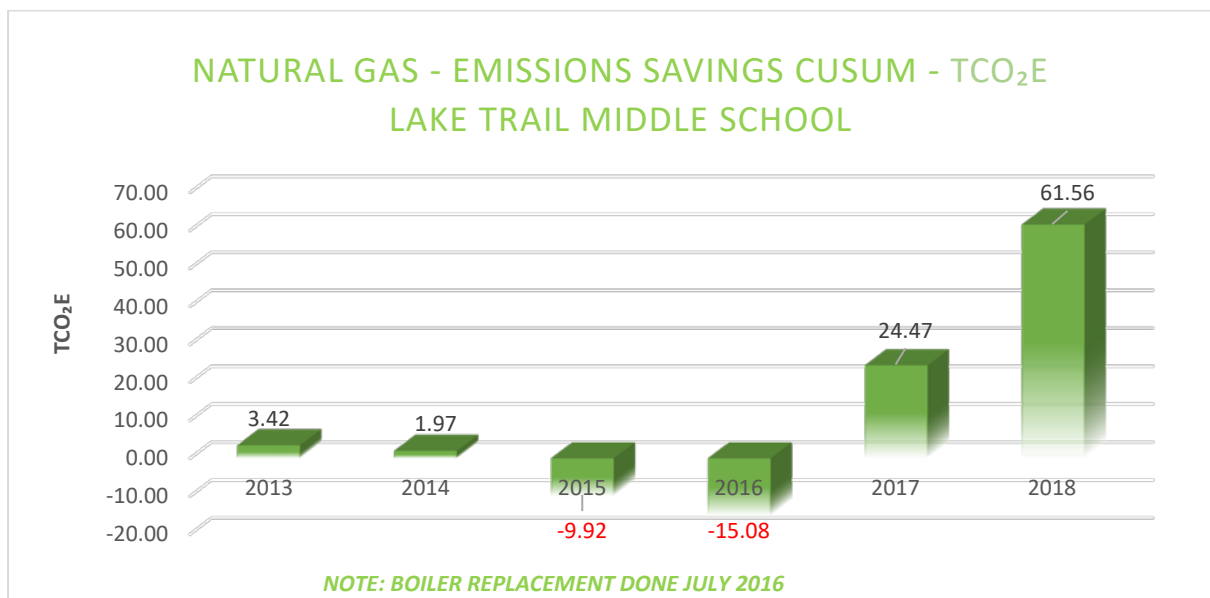
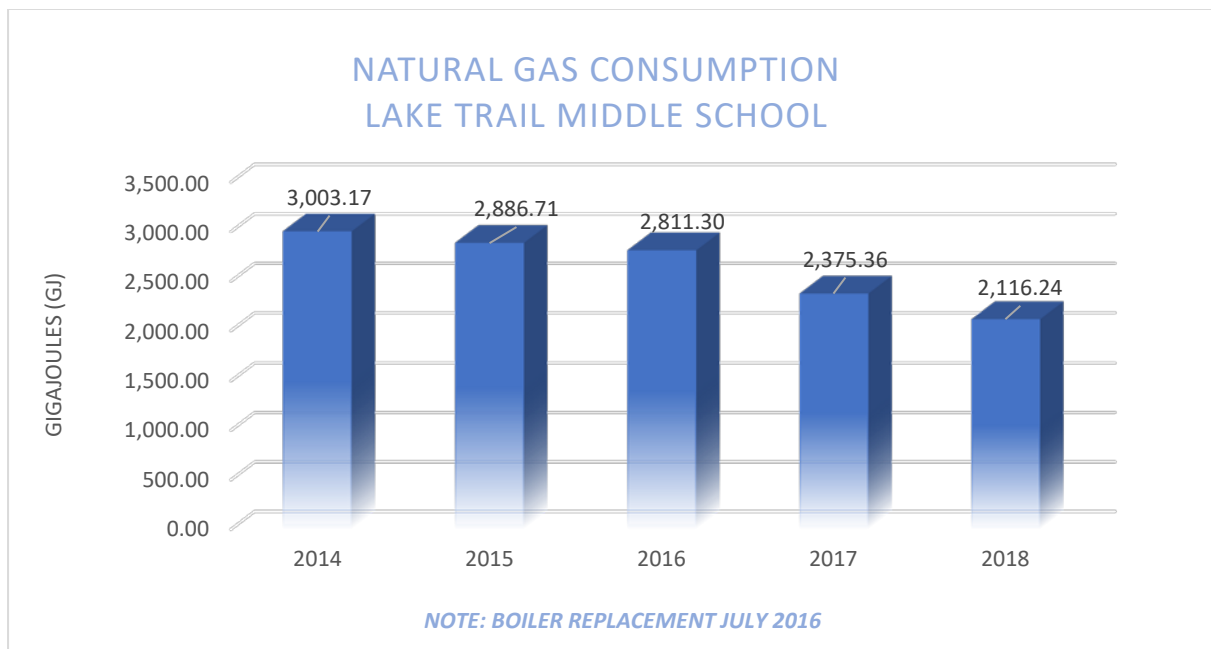


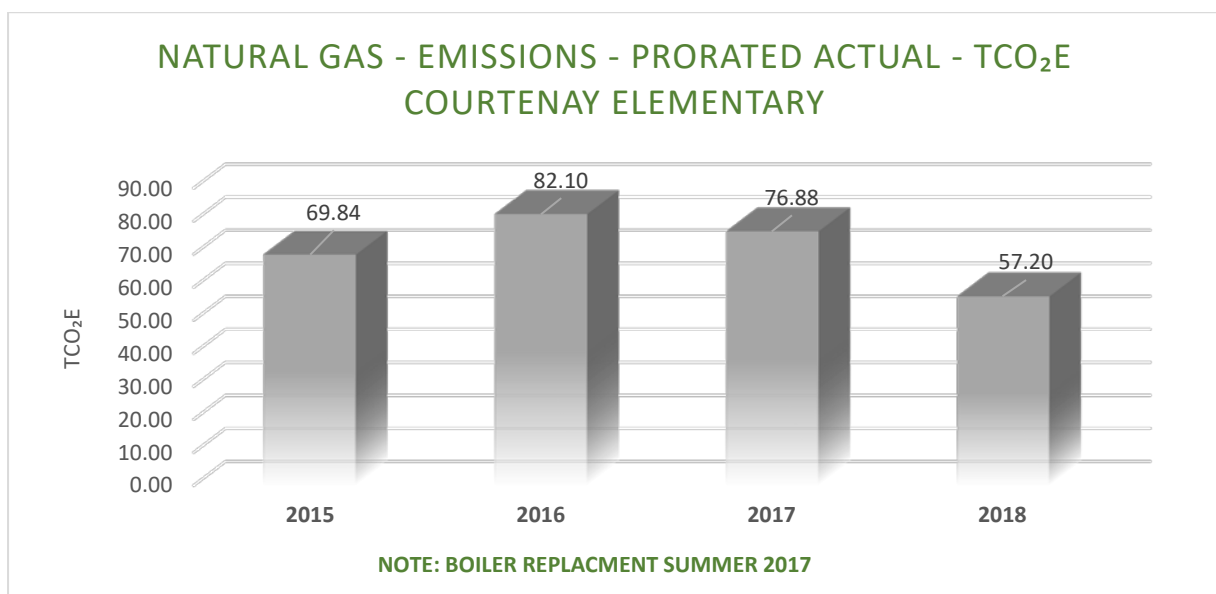
Figure 8 - Lake Trail Middle School - the CUSUM (cumulative sum) of savings of tCO₂e since the baseline year 2013/14. Note the substantial cumulative emissions savings in 2017 and 2018 since the boiler was replaced July 2016.



*Figure 9 - Lake Trail Middle School - the amount of natural gas consumed since 2016 **decreased by 15% in 2017 and 25% in 2018.***

Courtenay Elementary School Boiler Replacement – Summer 2017

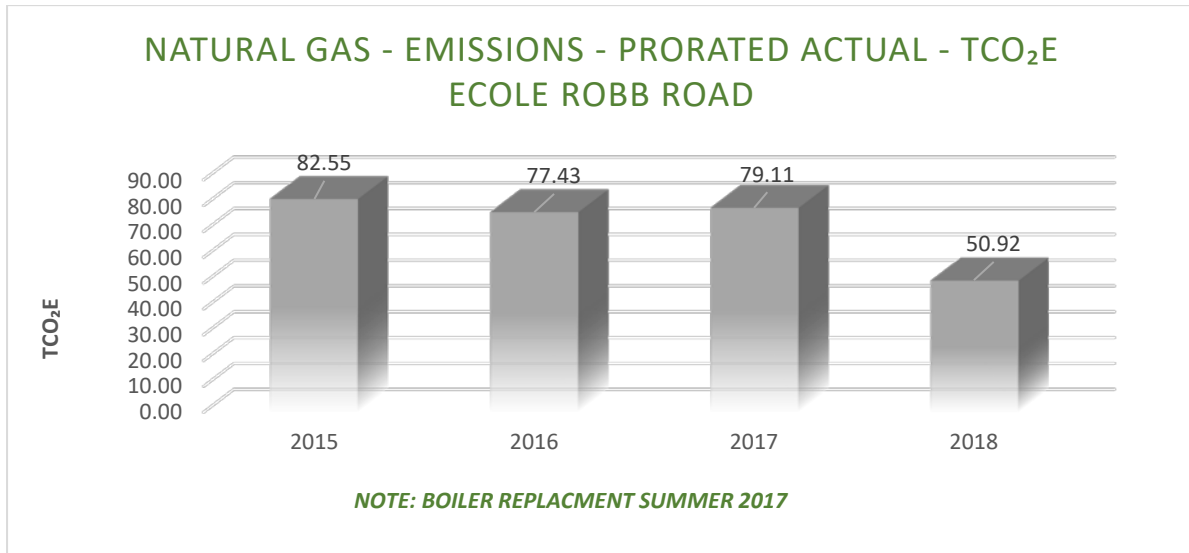
Completion of the Boiler replacement at Courtenay Elementary School took place in July 2017. This replacement was funded by School District No. 71.



*Figure 10 - Courtenay Elementary School - the amount of natural gas tCO₂e emitted annually from 2015-2018. Note the decline since the boiler replacement in 2017. The amount of emissions in 2018 is **30% less** than in 2016 when an old and inefficient boiler was running.*

Ecole Robb Road School Boiler Replacement – Summer 2017

Ecole Robb Road Elementary School also received a boiler replacement in July 2017. This replacement was funded by School District No. 71.



*Figure 11 - Ecole Robb Road - the amount of natural gas tCO₂e emitted annually from 2015-2018. The amount of emissions in 2018 is **34% less** than in 2016 when an old and inefficient boiler was running.*

Royston Elementary School Boiler Replacement – Summer 2015

Ecole Robb Road Elementary School received a boiler replacement in July 2015 funded by School District No. 71. The following two graphs show cumulative savings.

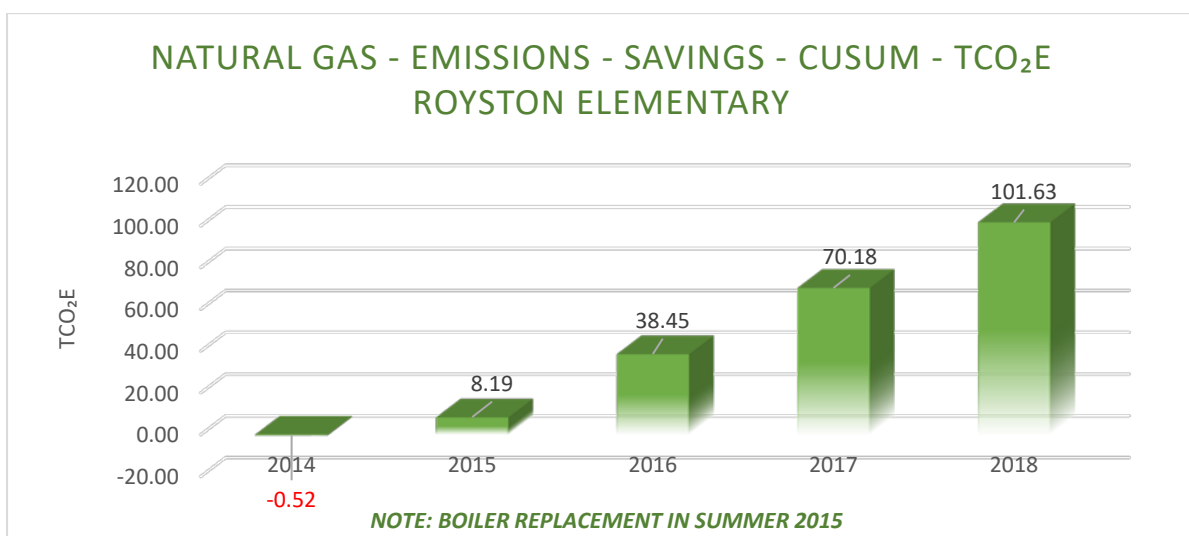


Figure 12 - Royston Elementary – the CUSUM (cumulative sum) of natural gas tCO₂e saved from 2014 to 2018 as compared to the baseline year 2013/14, adjusted for weather.

Cost CUSUM: Meter

Project: **SD#71 Comox PUMA (2015033)**

Site: **RytnEL Royston EL**

Meter: **GAS-RytnEL-01: 948801/#73 (1406149)**

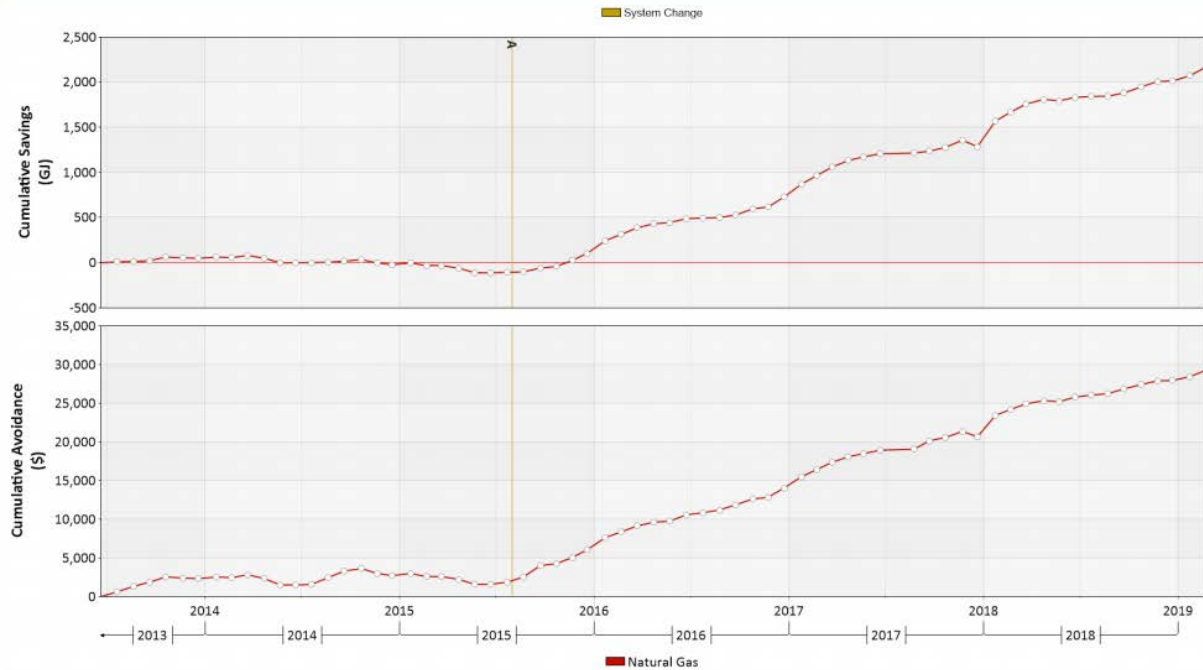


Figure 13 - Royston Elementary – the CUSUM (cumulative sum) of natural gas consumption savings (GJ) and \$ cost savings from 2014 to 2018. The yellow vertical line notes the boiler replacement done in the summer of 2015. Report from PUMA by Prism Engineering.



OVERVIEW - FUTURE EMISSIONS REDUCTION




Since 2010, about one-third of B.C.'s 128 PSOs have achieved a 15% reduction in emissions and approximately one-fifth have reduced emissions by approximately 25% or more. SD71 aims to contribute to the 2050 emission reductions targets as set out by the BC government by reducing the GHG emissions.

The largest portion of the School District's GHG emissions originate from the energy used to heat and power the schools, maintenance, and administration buildings. Consequently, the largest GHG reduction initiatives and applications for funding are directed towards reducing the energy consumption from buildings. Some key strategies include assessing the energy performance of each school site and identifying future energy efficiency projects that will reduce consumption in the district facilities. These assessments will factor in the *Annual Facility Grant (AFG)* project planning process, the *Annual Capital Plan, Long Range Facilities Plan (LRFP)*, and the *Carbon Neutral Capital Program (CNCP)* funding requests.

Planned Energy Efficiency Projects for 2019:

- ❑ Installation of **HVAC (mechanical) upgrades** at Royston Elementary with funding from the *School Enhancement Program (SEP)*.
- ❑ Installation of a **high efficiency boiler plant** at Highland Secondary School with some funding from the provincial *Carbon Neutral Capital Program (CNCP)*.
- ❑ Installation of a **high efficiency boiler plant** at Cumberland Community School with funding from the *School Enhancement Program (SEP)*.
- ❑ Installation of a **high efficiency boiler plant** at Mark R. Isfeld Secondary with funding from the *School Enhancement Program (SEP)*.
- ❑ Installation of a **high efficiency boiler plant** will also take place at Ecole Puntledge Park Elementary and be funded by SD71.
- ❑ Installation of **energy efficient LED lighting system** in the trade shops of Highland Secondary, Mark R. Isfeld Secondary, and G.P. Vanier Secondary using SD71 funds.
- ❑ A **Direct Digital Control (DDC) building controls upgrade** will be completed at Ecole Puntledge Park and be funded by SD71.

Furthermore, SD71 senior management will continue to support teachers, parents, and students in their green initiatives and activities throughout the school district and community. Some related events are now annual events or have gone from one-day to weeklong celebrations, and include:

	<input type="checkbox"/> SD71 School Community Gardens Conference
	<input type="checkbox"/> Earth Week Celebrations at Various Schools
	<input type="checkbox"/> Bike Rodeo and iRide - Bike Skills Training Program



EMISSIONS & OFFSETS SUMMARY

Comox Valley Schools, School District 71, GHG Emissions and Offsets for 2018 (tCO₂e)

GHG Emissions created in Calendar Year 2018

Total Emissions (tCO ₂ e)	1962
Total BioCO ₂	6
Total Offsets (tCO ₂ e)	1956

Adjustments to GHG Emissions Reported in Prior Years

Total Emissions (tCO ₂ e)	123
Total Offsets (tCO ₂ e)	123

Grand Total Offsets for the 2018 Reporting Year

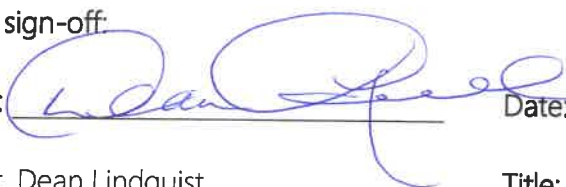
Grand Total Offsets (tCO ₂ e)	2079
Grand Total Offsets required (tCO ₂ e)	2079
Total Offset Investment	<u>\$51,975</u>

Retirement of Offsets:

In accordance with the requirements of the Greenhouse Gas Reduction Targets Act and Carbon Neutral Government Regulation, *School District 71, Comox Valley* is responsible for arranging for the retirement of the offsets obligation reported above for the 2018 calendar year, together with any adjustments reported for past calendar years. The Organization hereby agrees that, in exchange for the Ministry of Environment ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

Executive sign-off:

Signature:



Date: May 15th, 2019

Name: Mr. Dean Lindquist

Title: Superintendent of Schools

APPENDIX A:

Greenhouse Gas Emissions Source Report - Climate Action Secretariat will append to this Carbon Neutral Action Report (CNAR) on June 30th, 2019.



TO: Board of Education **DATE:** May 28, 2019
FROM: Esther Shatz, Director of Instruction, Student Services
RE: Adolescent Health Survey

The BC Adolescent Health Survey (BC AHS) is a questionnaire used to gather information about young people's physical and emotional health, and about factors that can influence health during adolescence or in later life. The survey is conducted by the McCreary Centre Society in collaboration with the provincial government and public health system, and with the cooperation of BC's school districts.

The BC AHS is the most comprehensive source for reliable, accurate and BC-based information about youth health. Survey results are used extensively by schools, communities, government agencies, health professionals and by youth themselves in planning and evaluating programs and services. Because the survey has been in use since 1992, it gives policy makers and program planners the ability to track trends over more than 25 years.

Since 1992, over 168,000 students in Grades 7–12 have completed the survey. In 2018, 58 of the 60 BC school districts participated in the BC AHS.

The report shares provincial findings of the 2018 BC Adolescent Health Survey, which was completed by 38,015 Grade 7-12 students in schools across British Columbia. Each school district receives a report specific to their district.

Data tables presented throughout the report provide basic percentages of student responses.

The information presented in the report is valuable to us and will guide our programming and decision making—most importantly in the areas of Mental Health and the Mental Health Initiative as well as in the area of Sexual Health.

The final question on the survey was an open ended question which asked participants if there were any topics which affected their health that they wanted to learn more about. In our school district 4% of students provided a comment, and 3% identified at least one health related topic that they would like to receive training about or see included in their school's curriculum. Among those who provided a suggestion, the most common topics students wanted to learn more about were mental health, sexual health, physical health and substance use, lifeskills, abuse and discrimination. Students most commonly identified that they would like to see mental health included in their schools' curriculum.

McCreary will release a provincial report using the data from SD71 and 57 other participating school districts and is in the process of producing regional level (Health Service Delivery Area) reports. Topic specific reports will follow. No direct comparisons between school districts or individual school data will be released in these reports.

The survey topics include:

- Youth in the district, (who the respondents are)
- Health and disabilities
- Physical health
- Injuries and injury prevention
- Mental health
- Nutrition and food security
- Sexual health
- Substance use
- Gambling
- House stability
- Deprivation
- Bereavement
- Violence and discrimination
- Home and family
- School, work and leisure
- Supportive relationships
- Community
- Access to services
- Strengths and resiliency

Specific responses will be presented in a powerpoint presentation at the May 28, 2019 regular public board meeting.

If you are interested in more information or data, feel free to contact Esther Shatz.

Recommendation:

THAT the Board of Education receive this briefing note as information.

BRIEFING NOTE

TO: Board of Education

DATE: April 23, 2019

RE: **Human Resources Administration**
Retirements and Recognition

Retirements

Maye Davis, Teacher, G.P. Vanier Secondary School will retire June 30, 2019 after 29 years of service with the district.

Mike Reilly, Teacher, Mark R. Isfeld Secondary School will retire effective June 30, 2019 after 28 years of service with the district.

Lisa Gordon, Teacher, Mark R. Isfeld Secondary School will retire effective June 30, 2019 after 21 years of service with the district.

Amy Wedel, Teacher, Ecole Robb Road Elementary School will retire effective June 30, 2019 after 38 years of service with the district.

Jim Curtin, Teacher, Cumberland Community School will retire effective June 30, 2019 after 22 years of service with the district.

Matt Bourget, Teacher, Navigate/NIDES will retire effective June 30, 2019 after 21 years of service with the district.

Recognition

Kiirsten Hipwell, Teacher (on leave), Ecole Robb Road Elementary School resigns effective June 30, 2019 after 8 years of service with the district.

FINANCE COMMITTEE
BOARD REPORT

Date: Wednesday, May 15, 2019
Time: 3:00pm – 4:00pm
Venue: School Board Office

Committee Members:

Tonia Frawley: Chairperson
Ian Hargreaves: Trustee - REGRETS
Sarah Jane Howe: Trustee - REGRETS
Nicole Bittante, Secretary-Treasurer

Dean Lindquist, Superintendent - REGRETS
Tom Demeo, Assistant Superintendent - REGRETS
Candice Hilton, Director of Finance
Ian Heselgrave, Director of Operations

Guests: Cathie Collins, Manager of Finance
Recording Secretary: Marlene Leach, Executive Assistant

A. WELCOME

The Chair welcomed the Committee and commenced the meeting at 3:10pm.

B. ITEMS DISCUSSED

NONE

C. ITEMS FOR INFORMATION

1. Operating Fund Projection – April 30th
2. Capital Fund Update – April 30th

D. FUTURE AGENDA ITEMS

1. 2019-20 Preliminary Budget Recommendations
 - a. May 21st – time TBD
2. Finance Policies/Administrative Procedures

E. ADJOURNMENT

The meeting was adjourned at 3:50pm.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
OPERATING FUND - YEAR END PROJECTION
As at April 30, 2019

	2018-19 AMENDED ANNUAL BUDGET	2018-19 ACTUAL to April 30th	2018-19 PROJECTION to June 30th	2018-19 PROJECTED for the year	VARIANCE from budget	
OPERATING FUND						
REVENUE						
Provincial Grants						
Ministry of Education	80,171,728	64,260,987	16,280,321	80,541,308	(369,580)	1
Other						
Tuition	4,628,750	4,646,747	12,500	4,659,247	(30,497)	
Other Revenue	462,728	563,864	25,000	588,864	(126,136)	2
Rentals and Leases	150,000	118,880	31,120	150,000	0	
Investment Income	320,000	352,467	82,000	434,467	(114,467)	3
TOTAL OPERATING REVENUE	85,733,206	69,942,945	16,430,941	86,373,886	(640,680)	
EXPENSES						
Salaries						
Teachers	33,158,430	26,237,509	6,559,377	32,796,887	361,543	
Principals/Vice-Principals	4,826,569	4,000,090	800,018	4,800,108	26,461	
Educational Assistants	5,084,774	3,552,396	1,367,599	4,919,995	164,779	
Support Staff	7,579,315	5,766,025	1,466,506	7,232,531	346,784	
Other Professionals	2,487,840	2,124,947	424,989	2,549,936	(62,096)	
Substitutes	2,487,445	2,366,483	591,621	2,958,104	(470,659)	4
Total Salaries	55,624,373	44,047,450	11,210,111	55,257,561	366,812	
Employee Benefits	14,005,635	10,727,967	2,681,992	13,409,959	595,676	
Total Salaries and Benefits	69,630,008	54,775,417	13,892,102	68,667,520	962,488	
Services and Supplies						
Services	4,331,483	3,287,745	827,164	4,114,908	216,575	5
Student Transportation	1,933,125	1,289,603	643,522	1,933,125	0	
ProD and Travel	709,000	531,593	177,407	709,000	0	
Dues and Fees	119,200	52,167	67,033	119,200	0	
Insurance	201,800	178,098	23,702	201,800	0	
Supplies	5,458,564	3,789,550	1,396,086	5,185,636	272,928	
Utilities	2,049,499	1,378,408	601,091	1,979,499	70,000	6
Total Services and Supplies	14,802,671	10,507,164	3,736,005	14,243,168	559,503	
TOTAL OPERATING EXPENSES	84,432,679	65,282,581	17,628,107	82,910,688	1,521,991	
Surplus Appropriation	1,709,473			1,709,473		
Transfer to Local Capital	(3,010,000)			(3,010,000)		
OPERATING SURPLUS (DEFICIT)	0	4,660,364	(1,197,166)	2,162,671	2,162,671	7

Variances from budget greater than 5% are explained on following page.

Results may vary from actual.
Each successive projection will be more reliable as the period being projected becomes shorter and there is more time spent understanding the underlying reasons for emerging trends.
For discussion purposes only.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)
OPERATING FUND - YEAR END PROJECTION
As at April 30th, 2019

- 1 Increase in Ministry revenue over what was budgeted is due to receipt of additional grants/revenues: Strategic Priorities grant - \$33,000 LEA Capacity Bulding grant \$6,850, Employer Health Tax grant \$185,891, Salary Differential of \$31,313 and an increase enrolment based funding (February count) of \$259,130. An additional \$146,000 will be removed as per the Ministry Enrolment Audit process. These grants and increases were not known at the time that the amended budget was finalized.
- 2 Industry Training Authority (ITA) funding was not forecasted during amended budget.
- 3 Increase in investment income is due to interest rate increases during the year that were not known and budgeted for.
- 4 Substitute salary costs are greater than what was budgeted for due to higher than anticipated replacement costs for custodial staff and teachers. There may also be a misclassification of teacher salaries to this account, offset by the underspend in teacher salaries.
- 5 Services and supply accounts are typically assumed to be fully spent during the year; however, the trend in the past has been that approximately 95% of the budgets are spent, leaving surpluses in school and district supply and service accounts.
- 6 Next Generation Network estimated recoveries charged to the district by the Province have come in \$70,000 less than what was budgeted.
- 7 Projected operating surplus at April 30, 2019 is approximately \$2,162,271, which is approximately 2.5% of the total operating budget.

SCHOOL DISTRICT NO. 71 (COMOX VALLEY)

CAPITAL FUND UPDATE - April 30th

CAPITAL FUND		BUDGET	EXPENDITURES to April 30th	Variance \$	Variance %
Capital Assets	Local Capital	6,136,488	1,703,523	4,432,965	28%
	Bylaw Capital	28,320,555	6,949,528	21,371,027	25%

LOCAL CAPITAL		BUDGET	EXPENDITURES to April 30th	Variance \$	Variance %	Notes
GP Vanier Seismic - Board Contribution		600,000	600,000	0	100%	Complete
Lake Trail Seismic - Board Contribution		1,000,000	0	1,000,000	0%	
Lake Trail Playground Equipment		75,000	50,937	24,063	68%	Installation to be completed in summer
Portables		650,000	0	650,000	0%	To be purchased and installed in August
Vehicle/Fleet Replacement		282,608	160,171	122,437	57%	Ongoing replacements
Extra Curricular Van		160,000	0	160,000	0%	Reserve
Photocopier Fleet Replacement		132,229	63,172	69,057	48%	Ongoing replacements
Printer Fleet Replacement		100,000	8,327	91,673	8%	Ongoing replacements
Trades Equipment		45,374	2,566	42,808	6%	Ongoing replacements
21st Century Learning Equipment Initiatives		100,000	0	100,000	0%	Reserve
Land Swap - Prepaid Rent		265,000	0	265,000	0%	Reserve
Land Swap - Proceeds		600,000	0	600,000	0%	Reserve
Board Office Reno		515,598	0	515,598	0%	Reserve
Future Information Technology		1,610,679	818,351	792,328	51%	Reserve
TOTALS		\$ 6,136,488	\$ 1,703,523	\$ 4,432,965		

BYLAW CAPITAL PROJECTS		BUDGET	EXPENDITURES to April 30th	Variance \$	Variance %	Notes
Annual Facilities Grant		1,372,146	1,372,146	0	100%	Complete
Lake Trail Seismic Upgrade		22,281,409	1,378,432	20,902,977	6%	Ongoing
Courtenay Elementary Playground Equipment		105,000	100,693	4,307	96%	Complete
Royston Elementary Mechanical Upgrade		930,000	826,912	103,088	89%	Ongoing
Valley View Elementary Boiler Replacement		143,500	143,500	0	100%	Complete
Hornby Island Elementary Fire		2,000,000	3,040,111	-1,040,111	152%	Overspend to be recovered in school replacement funding from Ministry
Airport Elementary Playground Equipment		105,000	0	105,000	0%	2019/20 Annual Capital Programs Funding Agreement
Highland Boiler Replacement		158,000	24,905	133,095	16%	2019/20 Annual Capital Programs Funding Agreement
Mark Isfeld Boiler/Mechanical Upgrades		540,000	38,862	501,138	7%	2019/20 Annual Capital Programs Funding Agreement
Mark Isfeld Flooring Upgrades		203,500	0	203,500	0%	2019/20 Annual Capital Programs Funding Agreement
Cumberland Community School Mechanical Upgrades		482,000	5,305	476,695	1%	2019/20 Annual Capital Programs Funding Agreement
Ecole Puntledge Elementary Boiler Replacement		0	18,662	-18,662		Funds from Cumberland and AFG
TOTALS		\$ 28,320,555	\$ 6,949,528	\$ 21,371,027		

**FACILITIES COMMITTEE
BOARD REPORT**

Date: Monday, May 6, 2019
Time: 3:00 – 4:00pm
Venue: School Board Office

Committee Members:

Ian Hargreaves: Chairperson
Michelle Waite: Trustee
Sarah Jane Howe: Trustee - REGRETS
Nicole Bittante, Secretary-Treasurer
Ian Heselgrave, Director of Operations
Tom Demeo, Assistant Superintendent - REGRETS

Recording Secretary: Marlene Leach, Executive Assistant

A. WELCOME

The Chair welcome the Committee and commenced the meeting at 3:10pm.

B. ITEMS FOR DISCUSSION

1. Annual Facilities Grant – 2019-20 Spending Plan
2. 2020-21 Annual Five Year Annual Capital Plan

C. ITEMS FOR RECOMMENDATION

1. Annual Facilities Grant – 2019-20 Spending Plan

The Facilities Committee recommends:

THAT the Board of Education approve the Annual Facilities Grant – 2019-20 Spending Plan as presented.

2. 2020-21 Five Year Capital Plan

The Facilities Committee recommends:

THAT the Board of Education approve the 2020-21 Five Year Capital Plan submission as presented.

D. ITEMS FOR INFORMATION

1. Current Project Update – verbal

(Briefing Note to be provided at the Board meeting)

E. FUTURE MEETINGS/AGENDA ITEMS

1. June 18th – 3:00pm

F. ADJOURNMENT

BRIEFING NOTE

TO: Facilities Committee
FROM: Ian Heselgrave, Director of Operations
RE: **2019-20 Annual Facilities Grant – Spending Plan**

DATE: May 6, 2019

Purpose

To provide an overview of the proposed FY 19-20 AFG spending plan to the Facilities Committee and request approval from the Board of Education.

Background

The Ministry provided AFG funding for FY 19-20 is the same as the previous FY at \$1,692,745.00.

The purpose of the AFG funds is to preserve and extend the life of school district facilities. The three key priorities for AFG funds are: Health and Safety, facility changes to meet educational needs and to address critical maintenance needs.

Analysis

Planned projects – The submission list to the Ministry of Education is available as required. Projects that are more significant include:

- Roof replacement work at Brooklyn Elementary and GP Vanier;
- Automated Building Controls upgrade at Ecole Puntledge Park;
- Mechanical upgrade (heating & cooling) at the District IT Building;
- Bathroom upgrades at Airport and Valley View Elementary;
- Traffic Safety improvements at Ecole Puntledge Park;
- Fire Alarm Panel upgrade at Royston Elementary;
- VOIP phone system installation at the School Board Office;
- Replacement windows at Cumberland Annex building and Ecole Puntledge Park;
- Interior repaint at several elementary schools;
- Gym floor repair at Royston Elementary;
- Replacement of the NIDES septic system pump station;
- Replacement Big Toy surrounds at various schools; and
- Lighting upgrades/energy efficiency improvements at high school tech shops.

There are numerous other planned projects that will be undertaken as well. All projects are considered against the measures of how they will preserve and extend the life of SD 71 facilities. Attention to building envelope maintenance and following prioritized work plans to a common standard is emphasized throughout the maintenance and capital program. It should be noted that this plan may change if the funding envelope changes or due to emergent maintenance pressures or concerns.

Recommendation

THAT the Board of Education approve the Annual Facilities Grant – 2019-20 Spending Plan as presented.

Respectfully submitted,

Ian Heselgrave

Ian Heselgrave
Director of Operations



April 30, 2019

Ref: 209633

To: All Secretary Treasurers

Re: 2019/20 Annual Facility Grant

For 2019/20, the Ministry of Education has maintained the Annual Facility Grant (AFG) for a total allocation of \$115,495,587 to fund maintenance and repairs of capital infrastructure in school districts. The AFG funding allocation will be made up of \$23.496 million from the Ministry's operating budget and \$92.0 million from Government's capital funding allocation. (Please see 2019/20 Annual Facility Grant Allocation Table at [AFG](#)).

In 2019/20, \$2.0 million will again be allotted from the operating portion of the AFG funding allocation to support Capital Asset Management Services (CAMS) provided by VFA Canada Corporation. School districts are expected to utilize the facility condition assessment information for their facilities from the VFA Canada Corporation database to help guide their AFG spending decisions.

Each school district must provide the Ministry with an AFG expenditure plan for 2019/20 using the fillable [AFG Expenditure Plan Template](#) in the Publications & Resources section of the Capital Planning homepage. The Template requires all work using AFG funds planned between April 1, 2019 and March 31, 2020 to be identified by specific facility name. Please refer to the Instructions tab within the AFG Expenditure Plan Template for details. Additionally, work using any AFG funds carried over from 2018/19 should not be included in the AFG Expenditure Plan for 2019/20.

School districts are required to submit their AFG Expenditure Plan to Ministry Planning Officer Damien Crowell at Damien.Crowell@gov.bc.ca by **June 30, 2019**.

School districts will receive their net AFG operating allocation of \$21.496 million (\$23.496 million less the CAMS contribution) in one installment in July/August 2019 as per the [2019/20 Annual Budget Instructions](#). Each school district will be granted a single Certificate of Approval (COA) for its portion of the \$92.0 million capital allocation, which will be issued upon receipt of the school district's AFG Expenditure Plan. A Capital Bylaw is not required by the Ministry prior to the issuance of the COA.

Also note that in accordance with Provincial Treasury policy, draws against the COA should not occur until capital project expenditures have been made.

School districts are encouraged to maximize all AFG spending for capital-related maintenance work that meet the criteria for capitalization and to follow the [Annual Facility Grant Policy](#)

Please be reminded that all such planned AFG work must be completed by March 31, 2020, when the COA will expire.

Thank you for your attention to the requirements around the allocation and use of AFG funding.

Sincerely,

A handwritten signature in blue ink that reads "Michael Nyikes".

Michael Nyikes
Director, Capital Programs and Policies Unit
Capital Management Branch
Ministry of Education

Ministry of Education - 2019/20 Annual Facility Grant Allocation

School District	Total AFG
5 Southeast Kootenay	1,410,772
6 Rocky Mountain	962,511
8 Kootenay Lake	1,374,350
10 Arrow Lakes	307,001
19 Revelstoke	321,325
20 Kootenay-Columbia	952,982
22 Vernon	1,752,473
23 Central Okanagan	3,860,494
27 Cariboo-Chilcotin	1,532,440
28 Quesnel	880,371
33 Chilliwack	2,244,139
34 Abbotsford	3,401,484
35 Langley	3,343,503
36 Surrey	11,610,859
37 Delta	3,022,838
38 Richmond	4,075,710
39 Vancouver	11,001,097
40 New Westminster	1,159,460
41 Burnaby	4,576,114
42 Maple Ridge-Pitt Meadows	2,543,836
43 Coquitlam	5,601,964
44 North Vancouver	3,078,527
45 West Vancouver	1,314,355
46 Sunshine Coast	966,354
47 Powell River	604,278
48 Sea to Sky	939,564
49 Central Coast	296,372
50 Haida Gwaii	542,638
51 Boundary	557,184
52 Prince Rupert	666,723
53 Okanagan Similkameen	618,616
54 Bulkley Valley	696,344
57 Prince George	3,279,793
58 Nicola-Similkameen	618,533
59 Peace River South	1,404,568
60 Peace River North	1,469,596
61 Greater Victoria	3,983,030
62 Sooke	1,655,653
63 Saanich	1,503,270
64 Gulf Islands	509,403
67 Okanagan Skaha	1,319,685
68 Nanaimo-Ladysmith	2,731,329
69 Qualicum	979,910
70 Alberni	1,040,992
71 Comox Valley	1,722,574
72 Campbell River	1,293,438
73 Kamloops/Thompson	3,450,044
74 Gold Trail	686,502
75 Mission	1,226,511
78 Fraser-Cascade	527,288
79 Cowichan Valley	1,887,945
81 Fort Nelson	317,606
82 Coast Mountains	1,515,315
83 North Okanagan-Shuswap	1,683,261
84 Vancouver Island West	389,367
85 Vancouver Island North	729,369
87 Stikine	298,627
91 Nechako Lakes	1,422,725
92 Nisga'a	266,943
93 Conseil scolaire francophone	1,365,632
Provincial Total	115,495,587

Capital Portion	Operating Portion			Total Allocation to Districts
	Gross	Withheld (CAMS)	Net	
1,123,775	286,997	24,430	262,567	1,386,342
766,705	195,806	16,667	179,139	945,844
1,094,762	279,588	23,799	255,789	1,350,551
244,547	62,454	5,316	57,138	301,685
255,957	65,368	5,564	59,804	315,761
759,114	193,868	16,502	177,366	936,480
1,395,963	356,510	30,347	326,163	1,722,126
3,075,143	785,351	66,851	718,500	3,793,643
1,220,691	311,749	26,537	285,212	1,505,903
701,275	179,096	15,245	163,851	865,126
1,787,608	456,531	38,861	417,670	2,205,278
2,709,511	691,973	58,902	633,071	3,342,582
2,663,325	680,178	57,898	622,280	3,285,605
9,248,830	2,362,029	201,064	2,160,965	11,409,795
2,407,894	614,944	52,346	562,598	2,970,492
3,246,577	829,133	70,578	758,555	4,005,132
8,763,112	2,237,985	190,502	2,047,483	10,810,595
923,588	235,872	20,078	215,794	1,139,382
3,645,182	930,932	79,243	851,689	4,496,871
2,026,336	517,500	44,051	473,449	2,499,785
4,462,341	1,139,623	97,007	1,042,616	5,504,957
2,452,254	626,273	53,310	572,963	3,025,217
1,046,972	267,383	22,760	244,623	1,291,595
769,766	196,588	16,734	179,854	949,620
481,348	122,930	10,464	112,466	593,814
748,426	191,138	16,270	174,868	923,294
236,080	60,292	5,132	55,160	291,240
432,248	110,390	9,397	100,993	533,241
443,835	113,349	9,649	103,700	547,535
531,090	135,633	11,545	124,088	655,178
492,769	125,847	10,712	115,135	607,904
554,685	141,659	12,058	129,601	684,286
2,612,576	667,217	56,795	610,422	3,222,998
492,703	125,830	10,711	115,119	607,822
1,118,833	285,735	24,322	261,413	1,380,246
1,170,632	298,964	25,449	273,515	1,444,147
3,172,751	810,279	68,973	741,306	3,914,057
1,318,839	336,814	28,670	308,144	1,626,983
1,197,456	305,814	26,032	279,782	1,477,238
405,774	103,629	8,821	94,808	500,582
1,051,218	268,467	22,853	245,614	1,296,832
2,175,687	555,642	47,298	508,344	2,684,031
780,564	199,346	16,969	182,377	962,941
829,220	211,772	18,027	193,745	1,022,965
1,372,146	350,428	29,829	320,599	1,692,745
1,030,310	263,128	22,398	240,730	1,271,040
2,748,192	701,852	59,743	642,109	3,390,301
546,845	139,657	11,888	127,769	674,614
976,998	249,513	21,239	228,274	1,205,272
420,020	107,268	9,131	98,137	518,157
1,503,875	384,070	32,693	351,377	1,855,252
252,995	64,611	5,500	59,111	312,106
1,207,050	308,265	26,240	282,025	1,489,075
1,340,831	342,430	29,148	313,282	1,654,113
310,157	79,210	6,743	72,467	382,624
580,991	148,378	12,630	135,748	716,739
237,876	60,751	5,171	55,580	293,456
1,133,296	289,429	24,637	264,792	1,398,088
212,638	54,305	4,623	49,682	262,320
1,087,818	277,814	23,648	254,166	1,341,984
92,000,000	23,495,587	2,000,000	21,495,587	113,495,587

BRIEFING NOTE

TO: Facilities Committee
FROM: Ian Heselgrave, Director of Operations
RE: **2020-21 Five Year Capital Plan Submission**

DATE: May 6, 2019

Purpose

To request approval from the Board of Education on the 2020-21 Five Year Capital Plan submission to the Ministry of Education.

Background

The 2020-21 Capital Plan submission is due to the Ministry of Education on June 30th, 2019. Board approval is required. All capital funding programs (with the exception of the Annual Facility Grant) are to be included within the same submission. The categories are:

Major Capital Funding Programs:

- SMP - Seismic Mitigation Program
- EXP - New Schools, Additions, Site Acquisition
- REP - School Replacement
- RDP – Rural District Program (**new this year**)

Minor Capital Funding Programs:

- SEP - School Enhancement Program
- CNCP – Carbon Neutral Capital Program
- BUS - Bus Replacement & Inventory
- PEP – Playground Equipment Program
- BEP - Building Envelope

The Ministry will provide each school district with a written response to their Five Year Capital Plan submission once the assessment of all submissions is complete and funding for fiscal year 2020-21 is announced.

Annual Submission Process

The Capital Branch changed to an annual June submission to align with the Provincial fiscal year. The submission and approval cycle for the Capital Plan is:

- **April 2019** - MEd releases Capital Plan Instructions
- **April – June 2019** - SD's prepare annual 5-year Capital Plans (proposed year 1, 2, 3, 4, 5 capital projects)
- **June 2019** - SD's submit annual 5-year Capital Plans
- **July 2019 – December 2019** - MEd reviews/prioritizes 5-year Capital Plans, determines budget for total 2020-21 capital expenditures, and provides recommendations to Minister of Education for consideration
- **January to March 2020** – Ministry develops and approves recommended project list for inclusion in the Ministry Capital Plan. Government approval for Capital Plan. MEd sends Capital Plan Response Letters to SD's identifying what capital projects they are approved to proceed with in 2020-21

Preliminary Capital Projects for this Submission

The recommended projects for the SD 71 Capital Plan submission are:

SMP – SEISMIC MITIGATION

Priority	School	Seismic Risk	Comments
1	Cumberland Community School Annex	H1	Will request additional space with seismic work
2	Courtenay Elementary	H1	Project Request Fact Sheet attached

The Courtenay Elementary project was included on the 2018/19 Capital Plan

EXP – NEW SCHOOLS, ADDITIONS & SITE DEVELOPMENT

Priority	School	Project Details
1	Mark Isfeld Secondary	Build new wing to increase capacity by 200 students

REPL – REPLACEMENTS

Priority	School	Project Details
1	École Puntledge Park	Build a replacement elementary school with 80 K/600 student capacity

The Puntledge School Replacement project has no supporting documents attached and is included as a placeholder to indicate that it is a priority SD 71 project and is in the LRFP.

SEP – SCHOOL ENHANCEMENT

The program range is \$100,000 to \$3,000,000. A maximum of five projects per year may be submitted.

The SEP projects proposed for 2020-21:

Priority	School	Project Details
1	Mark R. Isfeld Secondary	Replace old inefficient boiler and improve IAQ – phase 2
2	Cumberland Community	Mechanical system upgrade and fire sprinkler installation – phase 2
3	Mark R. Isfeld Secondary	Roof replacement
4	Various	Convert hallway and gym lighting to LED

CNCP – CARBON NEUTRAL

The Ministry had announced that this program ends 31 March 2019. It appears to be extended one year.

Priority	School	Project Details
1	Queneesh Elementary	Replace old inefficient boilers
2	Huband Park Elementary	Replace outdated building controls system

BUS – INVENTORY & REPLACEMENT

First Student provides bus transportation for all SD 71 student; therefore, SD 71 does not require a submission under this program.

PEP – PLAYGROUND EQUIPMENT PROGRAM

The program range is \$90,000 to \$105,000. A maximum of three projects per year may be submitted. The PEP projects proposed for 2020-21:

Priority	School	Project Details
1	Arden Elementary	Replace playground structure approaching end of life
2	Huband Park Elementary	Replace playground structure approaching end of life

BEP – BUILDING ENVELOPE

Cumberland Community School is the only project on the Ministry list from 1989. The BEP project for Cumberland Community School remains on the submission for 2020-21.

Recommendation

THAT the Board of Education approve the 2020-21 Five Year Capital Plan submission to the Ministry of Education.

Respectfully submitted,

Ian Heselgrave

Ian Heselgrave
Director of Operations

BRIEFING NOTE

TO: Board of Education
FROM: Ian Heselgrave, Director of Operations
RE: **Capital Project Update – May 2019**

DATE: May 28, 2019

Purpose

To update the Board of Education on the capital projects that are currently underway.

Background

School District No. 71 currently has Capital Project Funding Approval from the Ministry of Education for one major capital project: Lake Trail Seismic Project Upgrade - \$27 million. In addition, the Project Development Report to replace the Hornby Island School was just submitted to the Ministry of Education. These projects require a significant amount of time to plan, manage and execute.

There are several other capital projects ongoing that are funded through the Annual Facilities Grant (AFG) and the Annual Capital Program.

Update on Current Projects

Lake Trail Seismic – the biggest obstacle encountered in the planning and management of this project has been the rapid escalation of construction costs on Vancouver Island. At present, escalation costs are running at approximately one percent per month. In the Fall of 2018 there was concern the project would be underfunded due to cost escalation, old unit rates and the “Trump” tariffs that were imposed effective July 1, 2018 on construction materials.

An additional Class B estimate was undertaken based on the schematic design and it was determined that the project is currently under funded by approximately \$5-6 million dollars. We have been in close communication with the Ministry of Education Capital Management Branch regarding the project funding concerns.

On April 18th 2019 the Ministry directed that the District proceed with amending the design to provide for a smaller capacity school (500 nominal, 440 operating) utilizing the funding envelope provided in the CPFA. Essentially the funding concerns are resolved by the School District building less classrooms with the same money as originally promised.

The Ministry directed reduction in nominal capacity equates to the removal of four classrooms from the school design. To achieve the necessary cost savings a commensurate floor area reduction must occur. Given the way this project was designed it is a relatively straightforward exercise to remove four

classrooms. Each learning studio is equivalent to four classrooms and one of the five planned learning studios will be removed. To achieve the floor area savings the technology, art and drama space will occupy the space of the learning studio. These straightforward changes (suggested by the architect and reviewed by the Construction Manager, Director of Operations and School Admin) keep the design, style and intent of the significant work undertaken by the Educational Design Committee. Should these changes not generate sufficient cost savings and a more fulsome redesign be required the Educational Design Committee would need to reform.

The updated timeline for the project is to have design drawings ready by the third week of June. The drawings will be sent to the Quantity Surveyor for a pre-tender estimate report as soon as they are complete. The QS work could take as long as four weeks. With that in mind the goal will be to have a pre-tender estimate report to the Ministry of Education for approval by July 19th. Once approval is received the project will go out to tender.

The Child Care facility is unaffected by the budgetary concerns.

Hornby Island School Replacement – the Director of Operations has been working with a consulting team since October 2018 to prepare a report for the Ministry of Education with options for the replacement school. The Project Development Report was submitted to the Ministry Capital Branch for review and consideration on February 14th, 2019. The Ministry requested substantial changes to the document and an updated version was submitted on May 20th 2019. If approved, an Educational Design Committee will be formed to work with the consulting team to design the replacement/renovated school.

An information session regarding the school replacement projected is planned for 10:15 on Thursday June 20th at the Hornby Island Community Hall. Invitations have been broadly distributed to parents, families and community members.

Mark Isfeld Mechanical Upgrade – the first phase of the mechanical upgrades is to replace the boilers and domestic hot water heaters. The work has been successfully tendered and will be finished in late August 2019.

Cumberland Community School (Beaufort building) Mechanical Upgrade – this is a three phase project and the first phase is a boiler replacement. The work has been successfully tendered and will be finished in late August 2019.

Highland Secondary School Boiler Replacement – this project is funded through the Carbon Neutral Capital Program. The work has been successfully tendered and will be finished in late August 2019.

Ecole Puntledge Park Boiler Replacement – this project has been successfully tendered and will be finished in late August 2019.

Mark Isfeld Secondary Corridor Flooring Replacement – this project is out to tender and pricing is expected on June 1st.

Recommendation

It is recommended that this briefing note be received by the Board of Education as information.

Respectfully submitted,

Ian Heselgrave

Ian Heselgrave
Director of Operations

Office of the Chair

600 Comox Road, Courtenay, BC V9N 3P6
Tel: 250-334-6000 Fax: 250-334-4358
Toll free: 1-800-331-6007
www.comoxvalleyrd.ca



File: 8550-01

May 16, 2019

Sent via email only: debra.page@sd71.bc.ca

Chair and Trustees
Board of Education Trustees
607 Cumberland Road
Courtenay, BC V9N 7G5

Dear Chair and Trustees :

Re: Bike to Work Week

As Chair of the Comox Valley Regional District (CVRD) I'm proud to share the following proclamation that was issued on May 14, 2019 in support of the upcoming BC Bike to Work Week:

**WHEREAS
WHEREAS
THEREFORE**

“May 27 to June 2, 2019 is BC Bike to Work Week; AND
the Comox Valley is one of the most active communities in BC;
be it resolved that the Comox Valley Regional District staff and
the community rise to the challenge and compete for the most kilometers
travelled by bike during **“BC Bike to Work Week”**.”

In response to the above-noted proclamation, the CVRD Committee of the Whole passed a resolution to extend this fun challenge to the City of Courtenay, the Town of Comox, the Village of Cumberland, K'omoks First Nation, School District No. 71, and the Regional District Electoral Areas to compete to log the most kilometers per capita during Bike to Work Week.

Please consider participating in this friendly challenge and helping to promote it throughout your organization and community. Detailed information regarding Bike to Work Week, including registration, trip logs and prizes can be found at www.biketowork.ca

It is important that we, as community leaders, help encourage individuals across the Comox Valley experience the joy of using bicycles for everyday transportation.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Bob Wells', with a stylized flourish extending from the end.

Bob Wells
Chair

cc: Dean Lindquist, Superintendent