

**Education Committee**  
**Public Meeting Agenda**

**Wednesday, January 15, 2025 – 6:00 pm**  
**via Zoom**

<https://sd38.zoom.us/j/65884441811>

Passcode: 6000

The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmiñəm language group on whose traditional and unceded territories we teach, learn and live.

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- 1. Adopt Agenda**
- 2. Approve Minutes**  
In-camera minutes from meeting held November 13, 2024 attached.
- 3. Board Authority Authorized Courses – Report Attached.**  
Maryam Naser, Assistant Superintendent & Liz Hayes-Brown, Director of Instruction
- 4. Next Meeting Date – February 12, 2025**
- 5. Adjournment**

## Education Committee Public Meeting Minutes

Wednesday, November 13, 2024 – 6:00 pm  
Via Zoom

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**Present:**

Chairperson	H. Larson
Trustee Member	A. Wong
Trustee Alternate	D. Tablotney
Trustee	K. Hamaguchi
Superintendent	C. Usih
Assistant Superintendent	M. Naser
Director of Instruction	B. Douglas
District Administrator	L. Chau
District Administrator	C. Jule
Program Coordinator	D. Miller
Student	Sophie
Student	Arianna
President, CUPE716	S. Robinson
1 <sup>st</sup> Vice President, CUPE716	N. Williams
Representative, Richmond Association of School Administrators	A. Pikkarainen
Representative, Richmond Association of School Administrators	L. Leung
President, Richmond Teachers' Association	L. Baverstock
3 <sup>rd</sup> Vice President, Richmond Teachers' Association	J. Cho
Representative, Richmond Management and Professional Staff	S. Glanzmann
President, Richmond District Parents' Association	C. Huang
Executive Assistant (Recording Secretary)	J. Coronel

The meeting was called to order at 6:00 pm.

Trustee Alternate D. Tablotney joined the meeting at 6:06pm\*

Trustee K. Hamaguchi joined the meeting at 6:08pm\*

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmiñəm language group on whose traditional and unceded territories we teach, learn and live.

**1. Adopt Agenda**

The agenda was adopted as circulated.

**2. Approve Minutes**

The minutes of the public meeting held Wednesday, October 16, 2024, were approved as circulated.

**3. French Immersion & International Baccalaureate Student Presentation**

Assistant Superintendent Maryam Naser introduced District Administrator Linda Chau, who provided a brief introduction to two Richmond School District Students Arianna and Sophie. The students spoke about experiences in French Immersion (FI) and International Baccalaureate (IB). The students shared their positive experiences in the French Immersion (FI) and International Baccalaureate (IB) programs and provided feedback to the committee.

Trustees and partner groups expressed their gratitude and thanked students for their presentation.

**4. Program Options Review**

Assistant Superintendent Maryam Naser gave a brief overview of the program options review, and informed the committee that the review was conducted by external consultant, Nancy Brenan in the 2023/24 school year. Discussed were the 4 common themes found amongst the recommendations which were: communication, supporting student transitions in secondary programs, professional learning opportunities and staffing, equitable distribution of resources. The next steps are to share the findings with our partner groups, gather additional information on the suggested recommendations, and develop action plans as necessary.

Director of Instruction Brooke Douglas provided an update on the work the district is currently doing for the 2024/25 school year, based on the recommendations from the review. Areas of focus are communication and staff supports.

Partner groups raised concerns regarding specialty staffing required for program options. Trustees requested that staff ensure that information about program options be made accessible on the district website.

**5. Next Meeting Date – January 15, 2025**

**6. Adjournment**

The meeting adjourned at 6:56 pm.

*Respectfully Submitted,*

*Heather Larson  
Chairperson, Education Committee*

**Report to the Education Committee (Richmond)**  
**PUBLIC**

**Date:** January 11, 2025  
**From:** Maryam Naser, Assistant Superintendent  
**Subject:** **Board Authority Authorized (BAA) Courses**

**RECOMMENDATION**

THAT the Education Committee recommends that the Richmond Board of Education approve the attached newly developed Board Authority Authorized Courses for implementation in the 2025/26 school year.

**STRATEGIC PLAN REFERENCE**

- *Strategic Priority 1: Inspired Learners*  
*Goal 1: Learners have increased capacity to adapt and thrive in an ever-changing world.*
- *Strategic Priority 2: Equity and Inclusion*  
*Goal 1: District learning environments are equitable and inclusive*

**BACKGROUND**

Board Authority Authorized Courses (BAA) are locally developed and allow Boards of Education to offer courses relevant to the community’s needs and student interests. These courses must be authorized by Boards of Education in accordance with Ministry of Education requirements. Below is a summary of proposed courses for the 2025/2026 school year. Detailed course descriptions are attached.

<b>Course</b>	<b>Grade(s)</b>	<b>Description</b>
ELL 4 Writing and Literature	10-12	This course is designed for intermediate or advanced English Language Learners (ELL) seeking to develop and enhance their academic writing skills. The course prepares students for the written components of the Provincial Literacy Assessment and equips them with the proficiency needed for success in curricular courses.
Applied Learning Strategies	10, 11, 12	These courses support students with diverse abilities and disabilities, as well as those needing Tier 2 support. They provide direct instruction to help students build self-management and competency in key skills. Progress is consistently monitored to ensure growth in self-management abilities.
Introduction to Medical Science	11	This full-year course enables students to complete their Canadian Red Cross Standard First Aid (SFA), CPR C HCP, and First Responders (FR) certifications. The course offers training in advanced first aid and pre-hospital care.

Recreational Leadership	10	This course is designed for students interested in recreational activities and athletics. It covers various aspects of event organization, including tournament management, officiating, mentoring, presentation skills, field trip development, fundraising, time management, goal setting, and community volunteering.
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The proposed courses meet the requirements outlined by the Ministry of Education and Child Care. Specifically, these courses:

- are within the Grade 10 - 12 range
- are not currently available through BC Ministry of Education and Child Care curriculum
- are not modified, adapted or remedial courses
- include the required components for BAA courses, such as synopsis, goals, organizational structure and recommended instructional and assessment components

**CONCLUSION**

The proposed BAA courses respond to the local needs of our community while providing choice and flexibility for students.

*Respectfully Submitted,  
Maryam Naser, Assistant Superintendent*

## BOARD/AUTHORITY AUTHORIZED COURSE

<b>School District</b> Richmond School District	<b>School District Number:</b> SD38
<b>Developed by:</b> Metro ELL Group, Haley Borthwick, Margaret Galan	<b>Date Developed:</b> December 3 <sup>rd</sup> , 2024
<b>School Name:</b> Richmond Schools	<b>Principal's Name:</b> Sarah Loat
<b>Superintendent Approval Date:</b>	<b>Superintendent Signature:</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> ELL 4 Writing and Literature	<b>Grade Level Course:</b> 10-12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 115

### Board/Authority Prerequisites:

This course is designed for a student who:

- Is a consolidating level ELL student on the BC matrices
- Has a home language other than English
- Has some academic English skills and needs further practice in English speaking, listening, reading and writing to successfully integrate into academic classes

### District Requirements:

- a Bachelor of Education degree or equivalent training courses equal to 12 credits including linguistics and ELL methodology
- UBC LLED 478C (6 credits) or 478 A and 478 B (Methodology)
- UBC LLED 489C (6 credits) or 489 A and 489 B (Linguistics or equivalent training and experience combined)

## Special Training, Facilities or Equipment Required:

- Bachelor of Education degree or equivalent training
- ELL qualifications
- Equivalent training or experience teaching English language learners
- A thorough understanding of the SIOP Framework is highly recommended
- A thorough understanding of the BC Curriculum is highly recommended

## Course Synopsis:

ELL 4 Writing and Literature is designed for ELL students at an intermediate or advanced language level who wish to develop, strengthen, and enhance their academic writing skills to write effectively at the level expected of them in curricular courses. The course will also prepare students for the written components of the Literacy Assessment. Students will be introduced to the major components of paragraph and essay writing, various genres and the writing process itself. It is expected that, through this course, students will gain an awareness of their abilities and potential as writers and, by using the tools learned, will develop confidence in their ability to handle any writing tasks presented to them in high school and post-secondary life. Through literature, students will also gain an awareness of their own identity and how they contribute to Canadian culture.

## Goals and Rationale:

Students come from a variety of cultural, linguistic, and academic backgrounds. In creating this course, the aim is to recognize that multilingual perspectives are valuable contributions to the learning community. Educational equity requires explicit instruction of language to help ELL students achieve academic success. This course emphasizes writing strategies and skills that will increase students' access to the provincial curriculum. An inclusive environment occurs when teachers recognize multilingual perspectives are equal to Standard English. This course is designed for students to use their heritage and lived experiences to enhance their language awareness and further develop their academic English skills.

This course will enable students to:

- Enhance language proficiency in the areas of listening, speaking, reading and writing
- Apply and convey information for a range of academic purposes and audiences
- Critically inquire into, deconstruct, create and communicate a range of different texts
- Continue to develop an understanding and appreciation of the diversity of cultures in Canada
- Develop and preserve pride in their own heritage and language while they continue to build confidence in their academic English skills

## Indigenous Worldviews and Perspectives:

The course will introduce students to the narrative structures found in First People's texts. It will also give students an awareness of protocols related to ownership of First People's oral texts.

### Declaration of First Peoples Principles of Learning:

- Building language awareness supports the development of self, the family, the community, and with others, while sharing their stories, cultural ways of supporting and nourishing families, and ceremonies
- Taking ownership of one's texts is embedded in history, memory, and story of one's culture and the world
- Learning and creating texts requires the exploration of one's identity and place
- Being critically aware of learning involves recognizing that some knowledge is sensitive and only shared with permission
- Shared learning is reflective, reflexive, holistic, experiential and relational
- Language learning takes patience and time

### Declaration of Indigenous Worldview and Perspectives:

The First People's Principle of Learning are inherent in the aspects included in ELL 4 Writing and Literature. This course is inseparable from connectedness and relationships; specifically:

- Community engagement
- Power of storytelling and writing
- Flexibility
- A positive and reciprocal classroom community-centered approach
- Local and world focus on cultural views
- Experiential learning that emphasizes process



# COURSE NAME: ELL 4 Writing and Literature

## BIG IDEAS

<p>Understanding and exploring <b>text genres</b> helps us communicate effectively and build awareness of personal and cultural identity.</p>	<p>Valuing <b>multilingualism</b> enhances <b>intercultural competency</b> and knowledge of self.</p>	<p>Communicating through the written form can deepen our understanding of content.</p>	<p>With increased proficiency in English, we can discuss and justify opinions with nuance and clarity.</p>	<p>Language shapes ideas and influences others.</p>
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to <b>do</b> the following:</i></p> <p><b>Community &amp; Culture (Valuing and building background)</b></p> <ul style="list-style-type: none"> <li>• Reflect on the strengths of how their home language informs their <b>English acquisition</b></li> <li>• Explore personal values through a variety of text sources and connect to <b>lived cultural experiences</b></li> <li>• Explore and share diverse learning experiences and processes based on <b>student’s background</b></li> <li>• Describe and advocate for oneself by speaking, reading and writing through <b>multimodality</b></li> <li>• Express and explain ideas, opinions and feelings</li> <li>• Research and choose texts that reflect their personal, social, cultural and <b>linguistic identities</b></li> <li>• Identify common characteristics of <b>diverse texts</b> and themes</li> <li>• Share opinions and preferences by giving varied reasons through communication with peers and community members</li> <li>• Engage others in conversation to build relationships and understanding using <b>discussion strategies</b></li> </ul> <p><b>Academic Culture and Research Skills</b></p> <ul style="list-style-type: none"> <li>• Use critical thinking to develop original ideas based on supporting evidence and employing appropriate <b>research strategies</b></li> <li>• Evaluate and use reliable and relevant sources to judge the validity of evidence from a variety of sources to support academic <b>communication</b></li> </ul>	<p><i>Students are expected to <b>know</b> the following:</i></p> <p><b>Community &amp; Culture</b></p> <ul style="list-style-type: none"> <li>• Language learning takes different amounts of time for individuals</li> <li>• Learning requires exploration of one’s identity</li> <li>• <b>Acculturation process</b></li> <li>• <b>Cultural appropriation</b></li> <li>• Implications of word choice</li> <li>• How English has evolved throughout Canadian history</li> <li>• <b>Discussion strategies</b></li> </ul> <p><b>Research Skills</b></p> <ul style="list-style-type: none"> <li>• Academic Honesty</li> <li>• <b>Accessing, Evaluating, &amp; Integrating Sources</b></li> <li>• Citation techniques <ul style="list-style-type: none"> <li>○ <b>Global citation practices</b> and how to use them effectively in different contexts</li> </ul> </li> <li>• <b>Research strategies</b></li> </ul> <p><b>Reading &amp; Listening Skills</b></p> <ul style="list-style-type: none"> <li>• <b>Reading strategies</b></li> <li>• <b>Listening strategies</b></li> <li>• <b>Literary devices</b></li> <li>• <b>Text features</b> and structures</li> </ul>

- Demonstrate academic honesty in writing by using standard citations, quotations, paraphrases, and summaries to **acknowledge** original creators of work and AI
- Collaboratively and individually plan, select, and use effective investigation methods to find evidence to support their writing
- Appropriately use **digital platforms**, when required, to create and submit work
- Recognize the expected genre based on a model text or instructions to produce writing in the correct **form**

### Receptive Skills (reading, listening, viewing)

- Recognize and understand the role of story, narrative, and oral tradition in expressing First People's perspectives, values, beliefs and points of view.
- Recognize and appreciate the diversity within and across First Peoples' societies, as represented in **texts**
- **Deconstruct**, understand, analyze, and respond to a variety of texts, including fiction and non-fiction texts, from diverse cultural viewpoints to identify the **language and structural features** of different **genres of texts**
- Build **background knowledge** of and familiarity by linking past experiences and knowledge to current learning
- Incorporate material with diverse cultural content.
- Apply appropriate pre-reading, during-reading and post-reading **strategies** to comprehend written, oral, visual and multi-modal texts to guide written output and to extend thinking.
- Demonstrate **active listening skills**
- Evaluate the relevance, accuracy and reliability of multi-modal texts
- Identify main ideas and details
- Skim and scan texts for relevant information

### Productive Skills (writing, speaking, representing)

- Write a variety of paragraphs and essays using supporting **evidence** to suit the purpose of the task (**genres of writing**) including strong topics, concluding sentences, appropriate supporting details and a thesis statement where appropriate
- Demonstrate a willingness to present, seek out and consider diverse, contrary or innovative views on a variety of topics
- Identify and use **literary devices** to enhance meaning
- Create texts through **joint and independent construction**, with support of home language(s) if required
- Use a growing sense of voice, tone, & register appropriate to purpose & **audience**
- Connect ideas using a variety of transition words supported by graphic organizers & models as necessary
- Use a range of **vocabulary** and expressions appropriately for academic purposes

- **form and function**, and **genres of texts**
- **narrative structures found in First Peoples' texts**
- **protocols related to the ownership of First Peoples' oral texts**

### Productive Skills

- **Grammar and Vocabulary Strategies**
- **Sentence, Paragraph and Essay Structures**
- **Genres of Writing**
- **Formatting of Writing**
  - Digital Text Document Formatting
  - Paper writing formatting

### Strategies to support independent learning based on the **Ministry ELL Standards**

- Listening & Speaking
  - Meaning
  - Form
  - Use
- Reading
  - Strategies
  - Comprehension
  - Response & Analysis
- Writing
  - Meaning
  - Style
  - Form
  - Convention

- Use a range of cohesive devices to write various **paragraph and essay forms**
- Use **conventions** with increasing accuracy
  - Use a range of appropriate **verb tenses** in writing and speaking
- Use a variety of **sentence structures** using a range of **vocabulary** and expressions for social and academic purposes (orally and in writing)
- Use **the writing process** to plan, draft, develop, **edit** and revise **texts** for a variety of academic **purposes** and authentic **audiences** and contexts
- Produce writing using proper **digital formatting techniques**
- Use a **writing rubric** to revise and edit to improve writing
- Demonstrate a willingness to accept and provide constructive feedback to revise and edit communications for clarity, meaning and style

## 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, and songs.
- Written texts include novels, articles, and short stories.
- 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).

**Text Genres** includes specifically knowing the narrative, descriptive, informative, expository, explanation, persuasive, technical, etc. including genres that may occur in other content areas

**Intercultural competency** is a range of cognitive, affective, and behavioural skills that lead to communicating effectively and appropriately with people of other cultures

**Multilingualism:** Knowing more than one language enhances the understanding and acquisition of other languages

## Curricular Competencies – Elaborations

**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

**Active Listening** includes understanding and awareness of the cultural aspects of active listening and engaging with the speaker: eye contact, distance between speaker and listener, volume, pausing

**Audiences:** Students expand their understanding of the range of real-world audiences: this can include children, peers, community members, professionals, and local and globally connected digital conversations

**Background knowledge:** The social, cultural, geographic and historical context in which texts are created

**Communicate** using clear language that follows a conversation pattern where the speaker and listener take turns in responsive dialogue. Includes understanding rapid speech on familiar and unfamiliar topics. Students should also use variation in intonation, tone, volume, pacing, & emphasis for effect with some degree of accuracy. Possible ideas could include interviewing community members, recording conversations with English Speakers, debates with peers, and contextually appropriate requests, etc.

**Conventions:** using most punctuation with increasing accuracy, using common & irregular spellings with increasing accuracy; using phrasal expressions, conditional structures, & a range of past, present, future & perfect tenses in active & passive voice with some degree of accuracy; editing & revising essays for word choice, fragments, run-ons, & most punctuation conventions and grammatical structures; **parallelism**

**Deconstruct:** explicit breakdown or analysis of language and structural features according to text genres.

**Digital formatting techniques:** the appropriate choice and use for different genres of writing and products (ie: headers, footer, margins, font size, font type, spacing, titles, indenting, title pages, alignment).

**Digital Platforms:** using class websites or digital spheres that collect student information, assignments, and other class-related materials appropriately. ie: submitting, saving, and downloading class handouts or student-created work

**Discussion strategies:** showing interest, entering and contributing to a discussion engaging others using specific strategies (ie: behaviours to show interest, expression used to enter and contribute to discussions, words and phrases to show interest and understanding, expressions used to engage others in a discussion)

**Diverse texts:** texts that reflect a variety of languages, dialects, cultures, authors and genres

**Evidence** refers to supporting information to strengthen writing. It can include using personal opinions, peer-reviewed sources, and other forms of information that logically connect to the main idea.

**Edit:** may include revising text for word choice, punctuation, spelling, basic grammatical structures, & some fragments & run-ons, coherence, voice, tone, audience, & purpose

**English acquisition** refers to the continual learning process and development of English. Using home language is an essential scaffold for English acquisition.

**Forms:** within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms may include narrative, journal, procedural, expository, persuasive, explanatory, formal and informal e-mails, news article, blog, advertisements, and formal letters.

**Genres of Writing:** produce examples of a wider range of personal, informational, & imaginative genres (sequential explanations, factual texts, simple arguments, narratives) to suit purpose. It may be taught in the following suggested order to help scaffold students: Express and Reflect (recount, narrative, opinion), Inform and Explain, Evaluate and Judge, Inquire and Explore, Analyze and Interpret, Taking a Stance and Critiquing. Joint and independent construction: Part of the gradual release process of writing (modeling, using exemplars, explicit instruction)

**Language and structural features** include parts of speech, word choice, tense, nominalization, modality as well as transition words, organization and flow

**Linguistic identities** refers to how students view themselves and the world through their language skills

**Literary devices** may include but is not limited to: allusion, personification, metaphors, similes, alliteration, diction, irony, satire and symbolism

**Lived cultural experiences** includes education, language, culture, sexual orientation and gender identity, familial and community relationships

**Multimodality:** visual, kinesthetic, audio, digital, written, artistic, oral etc. means of expression

**Paragraph and Essay forms** may be taught in the following suggested order to help scaffold students: Express and Reflect (recount, narrative, opinion), Inform and Explain, Evaluate and Judge, Inquire and Explore, Analyze and Interpret, Taking a Stance and Critiquing.

**Parallelism:** the use of components in a sentence that is grammatically the same or similar in their construction, sound, meaning, or meter is called a **parallelism**

**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

**Reading strategies** may include skimming, scanning, annotating, note-taking, inferencing, synthesizing, questioning, re-reading, predicting, making connections, drawing conclusions, etc.

**Research strategies:** recognizes, finds, and evaluates sources of information to be true, unbiased, relevant and reliable. Understands where to access information in print and digitally (library, accredited academic websites, etc.) More information can be found at Media Smarts [\[link\]](#).

**Self and peer editing** includes collaborating with peers to reflect on their writing process and product which requires explicit modelling and practice

**Sentence Structures:** chooses appropriate sentence structures to suit the purpose, audience, & style of writing.

**Strategies:** predicting, inferring, questioning, paragraphing, using context clues, using text features, visualizing, making connections, summarizing, synthesizing, and reflecting.

**Student's background** refers to their linguistic, literacy and educational histories and experiences

**Text features:** elements of the text that are not considered the main body. These may include typography (bold, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes.

**Text genres** includes specifically knowing the narrative, descriptive, informative, expository, explanation, persuasive, technical, etc. including genres that may occur in other content areas.

**Verb tenses:** simple, perfect, and continuous verb tenses used in the past, present and future

**Vocabulary:** choose from a range of vocabulary including high-frequency, descriptive, subject-specific, & academic words & words with multiple meanings.

**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.

**Writing process:** the process by which students create an effective piece of writing involving steps such as pre-writing, outlining, drafting, editing and revising, and publishing

**Writing Rubric:** these may include the BC Performance Standards, BC ELL Standards, etc.

**Writing strategies** includes pre-writing plans, multiple sources, writing conferences, frameworks & models, checklists, refers to guidelines and rubrics to produce & revise text



## Content – Elaborations

**Accessing, Evaluating, & Integrating Sources** refers to students being able to summarize, synthesize, paraphrase, cite, and quote reputable sources that are to be evaluated before being integrated into student work.

**Acculturation process** are the stages that students may experience when learning about or adapting to a new culture (may include identity shifts or culture shock). This includes being mindful that a silent period is part of the language acquisition process.

**Cultural appropriation:** having critical dialogue about what knowledge and stories are shared and who is sharing them. This includes the difference between being culturally responsive and using cultural elements without acknowledgement or permission.

**Digital Text Document Formatting:** the appropriate choice and use for different genres of writing and products (ie: headers, footer, margins, font size, font type, spacing, titles, indenting, title pages, alignment).

**Discussion strategies:** showing interest, entering and contributing to a discussion engaging others using specific strategies (ie: behaviours to show interest, expression used to enter and contribute to discussions, words and phrases to show interest and understanding, expressions used to engage others in a discussion)

**Form and Function:** within a type of communication, the writer, speaker, or designer chooses a form based on the use and purpose (function) of the piece. Common written forms may include narrative, journal, procedural, expository, persuasive, explanatory, formal and informal e-mails, news article, blog, advertisements, and formal letters.

**Genres of text:** 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)

**Genres of Writing:** produce examples of a wider range of personal, informational, & imaginative genres (sequential explanations, factual texts, simple arguments, narratives) to suit purpose. It may be taught in the following suggested order to help scaffold students: Express and Reflect (recount, narrative, opinion), Inform and Explain, Evaluate and Judge, Inquire and Explore, Analyze and Interpret, Taking a Stance and Critiquing.

**Global citation practices** include discussion and understanding of how different cultures honour sharing of knowledge and define plagiarism. This may include dialogue about cultural appropriation as well as how, when and why to apply MLA, APA and other global citation formats.

**Grammar** could include the use of negatives, irregular plurals, object pronouns, prepositions, phrasal expressions, conditional structures, & a range of past, present, future & perfect tenses in active & passive voice with increasing accuracy.

**Listening strategies:** students need to listen to understand and can demonstrate this through note-taking, synthesizing, summarizing, and paraphrasing. They should also understand lecture language as cues to recognize topics, cause and effect, exemplification, compare/contrast, quantity, etc.

**Literary devices** may include but is not limited to: allusion, personification, metaphors, similes, alliteration, diction, irony, satire, and symbolism

**Ministry ELL Standards:** Please refer to the Ministry ELL Standards for more information on meaning, form and use

**Narrative structures found in first Peoples' texts:** e.g., circular, iterative, cyclical

**Paragraph and Essay Structures:** provide an effective introduction, clear middle, & conclusion in a multi-paragraph composition to suit the purpose, audience, & style of writing.

**Protocols related to ownership of First Peoples' oral texts:** First Peoples' stories often have protocols (when and where they can be shared, who owns them, who can share them)

**Reading strategies** may include skimming, scanning, annotating, note-taking, inferencing, synthesizing, questioning, re-reading, predicting, making connections, drawing conclusions, etc

**Research strategies:** differentiates between various forms of writing and evaluates between valid and invalid sources of information

**Text features:** elements of the text that are not considered the main body. These may include typography (bold, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes.

**Sentence Structures:** choose appropriate sentence structures to suit the purpose, audience, & style of writing.

**Vocabulary Strategies:** choose from a variety of strategies to use academic vocabulary accurately in multiple content areas..

### \*\*\* APPENDIX\*\*\*

#### Recommended Instructional Components:

The design of the course is building from the concrete to the abstract. These units/topics should be adjusted based on the grade level of the students in the class. Vocabulary development needs to be embedded throughout each unit.

Unit/Topic	Title	Time
Unit 1	Personal Narratives and Reflection	15 hours
Unit 2	Descriptive Writing	15 hours
Unit 3	Expository Writing	60 hours
Unit 4	Responses to Literature and Art	25 hours

#### Unit Descriptions:

##### Unit 1: Personal Narratives and Reflection -Time: ~15 hours

Students will understand the purpose, schematic structure and language features of personal recounts and narratives. They will differentiate between a recount, which records a series of past events to build relationships, and narratives, which are used to entertain the reader and reflect personal or cultural values. See fiction and non-fiction book suggestions below for topic ideas.

##### Unit 2: Descriptive Writing-Time: ~15 hours

Students will understand the purpose of descriptive language in written text. Further, they will differentiate between the use of language to identify the features of people, places or things and descriptive or figurative language to enhance writing that appeals to the senses. Students will identify the distinction between figurative and academic language in various forms of text. Some examples would include



creating literature compared to writing an essay about themes.

### Unit 3: Expository Writing -Time: ~60 hours

Students will review paragraph and/or essay organization and components (topic sentence, supporting and concluding sentences/comments and thesis statements). Students will write different types of paragraphs and/or essays about various subjects. Some types of paragraphs and/or essays include: *narrative, expository, summary, interpretive, persuasive, and descriptive*. They will begin to understand the importance of audience, purpose and tone. Students will understand the developmental nature of the writing process. Students can write about personal experiences, opinions, current events, and topics learned in content-area classes.

Students will examine samples of well-developed and well-written paragraphs and/or essays, reviewing structure, thesis statement, supporting details/examples, and powerful conclusions. Students will practice using transitional words and phrases to build cohesion within and between paragraphs. Students will attempt to write essays by reviewing mentor texts and conducting research to strengthen their responses.

### Unit 4: Responses to Literature and Art - Time: ~25 hours

Students will be introduced to the purpose, structure and language features of response genres. Students will analyze text and respond critically, utilizing appropriate vocabulary for the required task.

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

Since language is acquired in a spiraling and recursive process, students must be guaranteed a stimulating environment where risk taking is nurtured and errors are viewed as a natural formative part of language development.

### Assessment for learning practical application of skills and strategies:

Formative:

- Assessment is ongoing and may include in-class assignments, listening activities, oral presentations, practical application of language skills, performance assessment, quizzes, tests, homework, projects, journaling, group work, participation and portfolios.
- Oral and written production is measured in reference to matrices of levels of proficiency according to the ELL and the Provincial Performance Standards.
- Student self-assessment is encouraged through the use of learning logs, personal goal setting and self-reflection.

- Peer assessment is encouraged

Summative:

- Summative assessment includes in-class written paragraphs, journal entries, essays, discussions and presentations.

## Learning Resources:

Non-fiction Resources

- *NEWS RELATED: CBC Radio* [[link](#)], *CNN 10* [[link](#)], *CBC \*digital only\** [[link](#)], *Global News* [[link](#)], *Time for Kids* [[link](#)], *Newsela* [[link](#)], *What in the World* [[link](#)]
- *Kelly Gallagher's Articles of the Week* [[link](#)]
- Text passages from content-area classes

Short Stories

- "Sootface" - An Ojibwa Cinderella story
- "The Unwanted, Stories of Syrian Refugees" – Don Brown
- "Thank you, Ma'am" – Langston Hughes
- "Coming Home Again" - Changrae Lee
- "Yeh-Shen" - A Cinderella story from China retold by Ai-Ling Louie
- "Out on Main Street" – Shani Mootoo
- "Tales of the Inner City" – Shaun Tan
- "A Map of the City" – Madeleine Thien

Media

- "Danger of a single story" – Chimamanda Ngozi Adichie
- "Why I keep speaking up, even when people mock my accent" - Safwat Saleem

## Novels

- Poet X – Elizabeth Acevado
- Diary of a Part-Time Indian – Sherman Alexie
- Alias Grace - Margaret Atwood
- Everything Was Goodbye - Gurjinder Basran
- The Jade Peony - Wayson Choy
- Ayesha at Last - Uzma Jalaluddin
- The Third and Final Continent - Jhumpa Lahiri
- Ghost Boys – Jewell Parker Rhodes
- I am not your Perfect Mexican Daughter - Erika Sanchez
- Persepolis – Marjane Satrapi
- Balzac and the Little Chinese Seamstress – Dai Sijie (translated text)
- The Hate You Give - Angie Thomas
- Ru - Kim Thuy
- Indian Horse – Richard Wagamese
- American Born Chinese – Gene Luen Yang
- A Long Walk to Water- Linda Sue Park
- Home of the Brave-Katherine Applegate
- Motorcycles and Sweetgrass- Drew Hayden Taylor

## Poetry

- Bone – Ysra Daley Ward
- Who among You Knows the Essence of Garlic – Garrett Hango
- “Mother to Son” – Langston Hughes
- Kicking the Habit – Lawson Inada
- Milk and Honey - Rupi Kaur

- The Sun and her Flowers - Rupi Kaur
- Even This Page is White – Vivek Shraya
- Embers: One Ojibway’s Meditations – Richard Wagamese
- Salt - Nayyriah Waheed

## Teacher Resources

### Supporting ELLs

- Arnett, Katy. **Access for Success: Making Inclusion Work for Language Learners**, 2018.
- Cummins, Jim and Margaret Early. **Big Ideas for Expanding Minds**, 2015.
- Echevarría, Jana, Mary Ellen Vogt, and Deborah Short. **Making Content Comprehensible for Multilingual Learners: The Siop® Model**, 2023.
- Ferlazzo, Larry and Katie Hull Sypnieski. **ELL Teachers Toolbox: Hundreds of Practical Ideas to Support Your Students**, 2018.
- Motley, N. **Talk, Read, Talk, Write**. 2016.
- Motley, N. **Small Moves, Big Gains**. 2022.
- Ritchart, R, M. Church and K. Morrison. **Making Thinking Visible. How to Promote Engagement, Understanding, and Independence for All Learners**, 2011.
- Staehr Fenner, Diane and Sydney C. Snyder. **Unlocking English Learner’s Potential: Strategies for Making Content Accessible**, 2017.
- Sengutpa, Anuradha. “**The New Era of Young Adult Literature.**”, 2016.
- Zwiers, Jeff and Marie Crawford. Academic Conversations. **Classroom Talk that Fosters Critical Thinking and Content Understandings**, 2011.

### Writing with ELLs

- Atwell, Nancie. **Lessons that Change Writers**, 2002.
- Berkley Unified School District, “**Grade Level Academic Vocabulary**” [[link](#)]
- Biber, Douglas, Geoffrey N. Leech, and Susan Conrad. Longman **Student Grammar of Spoken and Written English**, 2002
- Cloud, N., F. Genesee and Else Hamayan. **Literacy Instruction for English Language Learners**, 2009.
- Conrad, Ronald. **Process & Practice: Composition for Canadian Students**, 2001.

- Donaldson, Chelsea. **Canadian Student Writer's Guide**, Vancouver, 2000.
- Flick, Jane, and Celia M. Millward. **Handbook for Writers**, Toronto, 1999.
- Freeman Y. and D. Freeman. **Academic Language for English Language Learners and Struggling Readers**, 2009.
- Gallagher, Kelly. **Write Like this: Teaching Real-World Writing through Modeling & Mentor Texts**, 2011.
- Gibbons, Pauline. **Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom**, 2002.
- Q: Skills for Success series – Reading and Writing by Oxford
- Oshima, Alice, and Ann Hogue. **Introduction to Academic Writing**, 2007.
- Zwiers, J. **Building Academic Language**, 2nd Ed, 2014

## ADDITIONAL INFORMATION

None

**Board/Authority Authorized Course – Applied Learning Strategies 10**

<p><b>Name of School District:</b> Richmond School District</p>	<p><b>School District Authority Number:</b> #38</p>
<p><b>Developed by:</b> Ian Felgar, Adrienne Goulas, Natalie Hagarty, Liz Hayes-Brown, Sarah Loat, Rosalind Poon Matt Winograd</p>	<p><b>Date Developed:</b> November 29, 2024</p>
<p><b>Secondary School Names:</b> Boyd Secondary School Burnett Secondary School McNair Secondary School Palmer Secondary School Richmond Secondary School</p>	<p><b>Principals' Names:</b> Jason Leslie Debbie Ten-Pow Mike Jaswal Herj Ghaug Anita Kwon</p>
<p><b>Superintendent Approval Date:</b></p>	<p><b>Superintendent:</b>  Chris Usih  <b>Superintendent Signature</b></p>
<p><b>Board/Authority Authorized Course Approval Date:</b></p>	<p><b>Board/Authority Chair:</b>   <b>Board/Authority Chair Signature</b></p>
<p><b>Course Name:</b>  Applied Learning Strategies 10  <b>Course Code:</b> YED--0A</p>	<p><b>Grade Level of Course:</b>  10</p>
<p><b>Number of Course Credits:</b> 4</p>	<p><b>Number of Hours of Instruction:</b> 100</p>

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**Board/Authority Prerequisite(s):**

Recommended approval through School-Based Team

**Special Training, Facilities or Equipment Required:**

The teacher must be familiar with the Ministry of Education, Inclusive Education policies, as well as secondary school curriculum and reporting. In addition, the teacher should have two years of experience working with students with diverse abilities and disabilities and be qualified as a Resource Teacher as required by the Collective Agreement.

**Course Synopsis:**

This course is developed for students in Grade 10 with diverse abilities and disabilities, and those students in need of additional Tier 2 supports. This course provides direct instruction and support for students to build competency in the skills listed below. Students are consistently monitored for development in their self-management skills.

This course provides direct instruction in effective learning skills and strategies required for students to become increasingly independent and successful learners inside and outside of the classroom using authentic tasks. This may include understanding individual learning profiles, self-advocacy, and shared ownership of IEP development, if applicable. There is a focus on skill development in the areas of time management, organization, goal setting, short- and long-term planning, and assignment/project completion. This course provides students with the opportunity to learn strategies for lifelong learning and independence.

**Goals and Rationale:**

Applied Learning Strategies 10 is designed to provide students with self-management skills and competencies required to succeed at school and in the community.

**The goals areas for students completing this course are:**

- Development of Compensatory Strategies including organizational and executive functioning skills
- Core Competency development with particular focus on the Thinking domain for the purpose of organizing and planning for school success
- Self-regulation
- Learning Strategies to help with individual learning abilities
- Study skills
- Decision-making skills
- Strategies for identifying skills and strategies required to achieve goals

At the secondary level, students are often expected to show up to class with these skills. Neurodiverse learners, however, often require more intensive and more explicit teaching of these skills. This course would ensure direct and explicit instruction of these skills in a safe environment to better equip students to navigate the pressures of secondary school with greater ease and confidence.

**Indigenous Worldviews and Perspectives:**

The First Peoples Principles of Learning are woven into all aspects of the Applied Learning Strategies 10 course.

- *Learning ultimately supports the well-being of the self, the family, and the community*
- *Learning involves recognizing the consequences of one's actions*
- *Learning is holistic, reflexive, reflective, experiential, and relational. Focus on connectedness, on reciprocal relationships, and a sense of place.*
- *Learning is embedded in memory, history, and story*
- *Learning involves patience and time*
- *Learning requires exploration of one's identity*



**BIG IDEAS**

Understanding our learner profile helps us to achieve our goals by empowering diverse learners through the development of self-awareness

Learning is transferrable to different environments

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Executive Functioning &amp; Self-Regulation</b></p> <p>Develop goal identification and goal setting skills – long- and short-term planning                      Take initiative                      Demonstrate perseverance                      Develop metacognition                      Utilize effective organizational tools                      Generalize skills across multiple environments                      Planning and prioritizing multiple competing tasks and demands</p> <p><b>Self-Awareness</b></p> <p>Reflect on personal history to determine future direction                      Monitor progress and identify the need for course-correction, as applicable and appropriate                      Access alternative media formats as adaptations</p>	<p><i>Students are expected to know the following:</i></p> <p>Recognizing their learner profile (strengths, stretches, history, and personal preferences)                      Setting goals for themselves that are in keeping with student’s own values and personal and academic goals                      Analyzing and deconstructing goals and plan and adjust appropriately                      How to develop and implement time management strategies                      How to prioritize tasks and design a schedule for task completion and goal achievement                      The use of technology to support learning</p>

<p>Develop self-determination skills</p> <p><b>Communication</b></p> <p>Self-advocate – identify and communicate tools and strategies for learning  Communicate effectively with both peers and adults  Use tools and strategies to demonstrate knowing and understanding  Practice regular progress reporting to teachers and group-work peers for accountability</p> <p><b>Thinking and Reflecting</b></p> <p>Self-assessment  Develop self-reflection and critical thinking strategies  Develop flexible thinking skills  Metacognition skills  Study and test-taking skills  Study techniques  Assessment preparation</p>	
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**Recommended Assessment Components:**

Assessment is the systematic gathering of evidence of what students know, understand, and can do with their knowledge. Assessment should be formative, continuous, collaborative, and based on an agreed set of criteria in relation to the learning standards. Students will receive a percentage and letter grades for learning updates and can receive four credits for each course.

Assessment is most effective when it is:

- Formative and infused in the learning cycle
- Differentiated
- Co-constructed with the student
- Strengths-based and includes goal setting
- Made visible for all learning partners
- Ongoing self-assessment

**Recommended Instructional Components:**

- Direct Instruction of executive function skills, unique profiles, working in multiple environments, and reflection and self-assessment
- One-on-one instruction or coaching with a focus on specific skills to accommodate individual student needs
- Interactive group work
- Modeling
- Brainstorming
- Technology

**Learning Resources:**

- Subject area materials
- Audio and video media format of literary works
- Daily planner (School Agenda, cell phone, calendar)
- Technology
  - MS Teams
  - Immersive reader
  - Online and Smart phone applications
  - AI Tools

**Board/Authority Authorized Course – Applied Learning Strategies 11**

<p><b>Name of School District:</b> Richmond School District</p>	<p><b>School District Authority Number:</b> #38</p>
<p><b>Developed by:</b> Ian Felgar, Adrienne Goulas, Natalie Hagarty, Liz Hayes-Brown, Sarah Loat, Rosalind Poon Matt Winograd</p>	<p><b>Date Developed:</b> November 29, 2024</p>
<p><b>Secondary School Names:</b> Boyd Secondary School Burnett Secondary School McNair Secondary School Palmer Secondary School Richmond Secondary School</p>	<p><b>Principals' Names:</b> Jason Leslie Debbie Ten-Pow Mike Jaswal Herj Ghaug Anita Kwon</p>
<p><b>Superintendent Approval Date:</b></p>	<p><b>Superintendent:</b>  Chris Usih  <b>Superintendent Signature</b></p>
<p><b>Board/Authority Authorized Course Approval Date:</b></p>	<p><b>Board/Authority Chair:</b>   <b>Board/Authority Chair Signature</b></p>
<p><b>Course Name:</b>  Applied Learning Strategies 11  <b>Course Code:</b> YED--1A</p>	<p><b>Grade Level of Course:</b>  11</p>

<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100
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**Board/Authority Prerequisite(s):**

Recommended approval through School-Based Team

**Special Training, Facilities or Equipment Required:**

The teacher must be familiar with the Ministry of Education, Inclusive Education policies, as well as secondary school curriculum and reporting. In addition, the teacher should have two years of experience working with students with diverse abilities and disabilities and be qualified as a Resource Teacher as required by the Collective Agreement.

**Course Synopsis:**

This course is developed for students in Grade 11 with diverse abilities and disabilities, and those students in need of additional Tier 2 supports. This course provides direct instruction and support for students to build competency in the skills listed below. Students are consistently monitored for development in their self-management skills.

This course provides direct instruction in effective learning skills and strategies required for students to become increasingly independent and successful learners inside and outside of the classroom using authentic tasks. This may include understanding individual learning profiles, self-advocacy, and shared ownership of IEP development, if applicable. There is a focus on skill development in the areas of time management, organization, goal setting, short- and long-term planning, and assignment/project completion. This course provides students with the opportunity to learn strategies for lifelong learning and independence.

**Goals and Rationale:**

Applied Learning Strategies 11 is designed to provide students with self-management skills and competencies required to succeed at school and in the community.

**The goals areas for students completing this course are:**

- Development of Compensatory Strategies including organizational and executive functioning skills.
- Core Competency development particular to the Personal and Social domain to develop skills around academic task completion and collaboration. The Personal and Social Competency encompasses what students need to thrive as individuals
- Development of study skills and identification of personal learning preferences
- Learning strategies to help with individual learning abilities
- Strategies for skills implementation and problem-solving

At the secondary level, students are often expected to show up to class with these skills. Neurodiverse learners, however, often require more intensive and more explicit teaching of these skills. This course would ensure direct and explicit instruction of these skills in a safe environment to better equip students to navigate the pressures of secondary school with greater ease and confidence.

**Indigenous Worldviews and Perspectives:**

The First Peoples Principles of Learning are woven into all aspects of the Applied Learning Strategies 11 course.

- *Learning ultimately supports the well-being of the self, the family, and the community*
- *Learning involves recognizing the consequences of one's actions*
- *Learning is holistic, reflexive, reflective, experiential, and relational. Focus on connectedness, on reciprocal relationships, and a sense of place.*
- *Learning is embedded in memory, history, and story*
- *Learning involves patience and time*
- *Learning requires exploration of one's identity*

**BIG IDEAS**

Meaningful learning can foster positive personal identity. Students' values shape their choices	Learning is transferrable to different environments
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Executive Functioning &amp; Self-Regulation</b></p> <p>Develop time management skills – long- and short-term planning                      Demonstrate preparedness                      Demonstrate perseverance                      Take initiative                      Utilize effective organizational tools                      Generalize skills across multiple environments                      Stress management techniques                      Planning and prioritizing tasks</p> <p><b>Self-Awareness</b></p> <p>Understand adaptations and strategies to support learning strengths                      Identify learning stretches and use strategies to facilitate learning</p>	<p><i>Students are expected to know the following:</i></p> <p>Recognize their individual strengths and stretches                      How to work effectively both independently as well as in a group setting                      How to develop and implement time management strategies                      How to prioritize tasks and design a schedule for task completion                      How to use academic strategies to support learning                      How to stay organized                      The use of technology to support learning</p>

<p>Reflect on personal history</p> <p><b>Communication</b></p> <p>Communicate effectively with both peers and adults          Use tools and strategies to demonstrate knowing and understanding          Practice and enhance interpersonal skills for the purpose of collaborating on shared tasks and projects</p> <p><b>Thinking and Reflecting</b></p> <p>Development of approaches for learning skills          Build and use academic skill set such as:          Listening strategies          Reading strategies – decoding and comprehension          Writing strategies          Math fluency</p>	
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**Recommended Assessment Components:**

Assessment is the systematic gathering of evidence of what students know, understand, and can do with their knowledge. Assessment should be formative, continuous, collaborative, and based on an agreed set of criteria in relation to the learning standards. Students will receive a percentage and letter grades for learning updates and can receive four credits for each course.

Assessment is most effective when it is:

- Formative and infused in the learning cycle
- Differentiated
- Co-constructed with the student
- Strengths-based and includes goal setting
- Made visible for all learning partners
- Ongoing self-assessment



**Recommended Instructional Components:**

- Direct Instruction of executive function skills, unique profiles, working in multiple environments, and reflection and self-assessment
- One-on-one instruction or coaching with a focus on specific skills to accommodate individual student needs
- Interactive group work
- Modeling
- Brainstorming
- Technology

**Learning Resources:**

- Subject area materials
- Audio and video media format of literary works
- Daily planner (School Agenda, cell phone, calendar)
- Technology
  - MS Teams
  - Immersive reader
  - Online and Smart phone applications
  - AI Tools

**Board/Authority Authorized Course – Applied Learning Strategies 12**

<p><b>Name of School District:</b> Richmond School District</p>	<p><b>School District Authority Number:</b> #38</p>
<p><b>Developed by:</b> Ian Felgar, Adrienne Goulas, Natalie Hagarty, Liz Hayes-Brown, Sarah Loat, Rosalind Poon Matt Winograd</p>	<p><b>Date Developed:</b> November 29, 2024</p>
<p><b>Secondary School Names:</b> Boyd Secondary School Burnett Secondary School McNair Secondary School Palmer Secondary School Richmond Secondary School</p>	<p><b>Principals' Names:</b> Jason Leslie Debbie Ten-Pow Mike Jaswal Herj Ghaug Anita Kwon</p>
<p><b>Superintendent Approval Date:</b></p>	<p><b>Superintendent:</b>  Chris Usih  <b>Superintendent Signature</b></p>
<p><b>Board/Authority Authorized Course Approval Date:</b></p>	<p><b>Board/Authority Chair:</b>   <b>Board/Authority Chair Signature</b></p>
<p><b>Course Name:</b>  Applied Learning Strategies 12  <b>Course Code:</b> YED--2A</p>	<p><b>Grade Level of Course:</b>  12</p>

<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100
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**Board/Authority Prerequisite(s):**

Recommended approval through School-Based Team

**Special Training, Facilities or Equipment Required:**

The teacher must be familiar with the Ministry of Education, Inclusive Education policies, as well as secondary school curriculum and reporting. In addition, the teacher should have two years of experience working with students with diverse abilities and disabilities and be qualified as a Resource Teacher as required by the Collective Agreement.

**Course Synopsis:**

This course is developed for students in Grade 12 with diverse abilities and disabilities, and those students in need of additional Tier 2 supports. This course provides direct instruction and support for students to build competency in the skills listed below. Students are consistently monitored for development in their self-management skills.

This course provides direct instruction in effective learning skills and strategies required for students to become increasingly independent and successful learners inside and outside of the classroom using authentic tasks. This may include understanding individual learning profiles, self-advocacy, and shared ownership of IEP development, if applicable. There is a focus on skill development in the areas of time management, organization, goal setting, short- and long-term planning, and assignment/project completion. This course provides students with the opportunity to learn strategies for lifelong learning and independence.

**Goals and Rationale:**

Applied Learning Strategies 12 is designed to provide students with self-management skills and competencies required to succeed at school and in the community.

**The goals areas for students completing this course are:**

- Development of Compensatory Strategies including organizational and executive functioning skills
- Core Competency development with a particular focus on Communication as it relates to self-advocacy and life transition planning
- Self-advocacy for the purpose of navigating with world of school, work, and social contexts
- Preparation for the transition out of the secondary setting
- Self-Regulation, and self-discipline skills
- Strategies to build self-efficacy to meet the world with independence, confidence, and direction

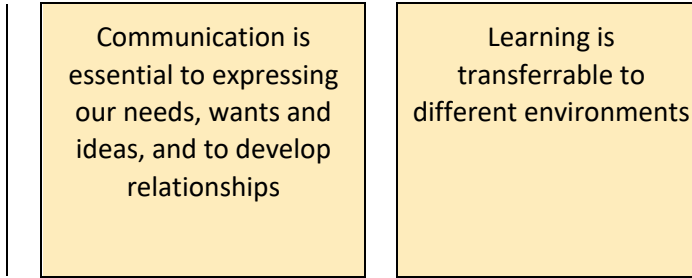
At the secondary level, students are often expected to show up to class with these skills. Neurodiverse learners, however, often require more intensive and more explicit teaching of these skills. This course would ensure direct and explicit instruction of these skills in a safe environment to better equip students to navigate the pressures of secondary school with greater ease and confidence.

**Indigenous Worldviews and Perspectives:**

The First Peoples Principles of Learning are woven into all aspects of the Applied Learning Strategies 10 course.

- *Learning ultimately supports the well-being of the self, the family, and the community*
- *Learning involves recognizing the consequences of one's actions*
- *Learning is holistic, reflexive, reflective, experiential, and relational. Focus on connectedness, on reciprocal relationships, and a sense of place.*
- *Learning is embedded in memory, history, and story*
- *Learning involves patience and time*
- *Learning requires exploration of one's identity*

**BIG IDEAS**



**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Executive Functioning &amp; Self-Regulation</b></p> <p>Develop strategies to ensure perseverance with goals                      Develop strategies to support executive functioning as it relates to task analysis and transfer of skills across settings and contexts                      Develop flexibility around problem-solving                      Learn and use self-determination and self-discipline techniques                      Stress management techniques for coping with anxiety and school-life balance                      Perseverance with challenging and complex tasks</p> <p><b>Self-Awareness</b></p> <p>Identify learning stretches and use strategies to facilitate optimal learning                      Reflect on personal history and identity                      Identify personal preferences and how these relate to achievement of goals                      Develop self-determination and self-advocacy skills</p>	<p><i>Students are expected to know the following:</i></p> <p>Recognize their learner profile (strengths, stretches, history, and personal preferences)                      Advocate for their individual needs                      Analyze a social situation and respond appropriately                      How to respect others’ perspectives and opinions                      How to use strategies to persevere and/or persist when learning is hard                      How to use self-management techniques</p>

<p><b>Communication</b></p> <p>Self-advocate – identify and communicate tools and strategies for learning  Communicate effectively with peers, school staff, and community members  Practice and enhance interpersonal skills, including with peers and/or coworkers  Share with others when tasks and/or focus prove challenging  Verbally express when difficulties are encountered and assistance is needed</p> <p><b>Thinking and Reflecting</b></p> <p>Develop flexible thinking skills and problem-solving strategies  Build and use academic skill set such as listening strategies and planning to achieve life and academic goals</p>	
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**Recommended Assessment Components:**

Assessment is the systematic gathering of evidence of what students know, understand, and can do with their knowledge. Assessment should be formative, continuous, collaborative, and based on an agreed set of criteria in relation to the learning standards. Students will receive a percentage and letter grades for learning updates and can receive four credits for each course.

Assessment is most effective when it is:

- Formative and infused in the learning cycle
- Differentiated
- Co-constructed with the student
- Strengths-based and includes goal setting
- Made visible for all learning partners
- Ongoing self-assessment

**Recommended Instructional Components:**

- Direct Instruction of executive function skills, unique profiles, working in multiple environments, and reflection and self-assessment
- One-on-one instruction or coaching with a focus on specific skills to accommodate individual student needs
- Interactive group work
- Modeling
- Brainstorming
- Technology

**Learning Resources:**

- Subject area materials
- Audio and video media format of literary works
- Daily planner (School Agenda, cell phone, calendar)
- Technology
  - MS Teams
  - Immersive reader
  - Online and Smart phone applications
  - AI Tools



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> School District #38 Richmond	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b>
<b>Developed by:</b> Paula Curtis/Sarah Ardat	<b>Date Developed:</b> November 20, 2019
<b>School Name:</b> H.J. Cambie Secondary	<b>Principal's Name:</b> Mr. Michael Jaswal
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Introduction to Medical Science 11	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4 credits	<b>Number of Hours of Instruction:</b> 120 hours

**Board/Authority Prerequisite(s):** N/A

**Special Training, Facilities or Equipment Required:**

- Background in Science/Kinesiology.
- Canadian Red Cross Standard First Aid 'CPR C' HCP Instructor Certification **\*\*Mandatory**
- Canadian Red Cross First Responder Instructor Certification **\*\*Mandatory**

Facilities/Equipment: classroom, LCD player, Document camera, access to computer lab.



Access to special equipment/supplies: Blood Pressure cuffs, Stethoscopes, Pulse Oximeter, ECG Monitor(s), Disposable Gloves, Glucometers, Syringe needle/sharps container, Intubation Manikins (Airway Management Trainers), endotracheal tube, AED Defibrillator, Oxygen Masks and OPAs, Oxygen Tank/Regulator and Bag Valve Mask, Bandages/Dressings, etc.

**Course Synopsis:** This course provides students with an opportunity to complete their Canadian Red Cross Standard First Aid (SFA) ‘CPR C’ HCP and First Responders (FR) Certifications, through a full year course. Students receive advanced first aid and pre-hospital care training. This curriculum is designed to give students knowledge, practical skills, and an opportunity to complete the program with professional certification(s) and a strong foundation for students entering health-related post-secondary programs. Much of this course is hands-on and topics are relevant, challenging and provocative. Students make observations, research, question, and predict. They seek understanding and communicate scientific ideas and information through individual inquiry, group discussions, case studies, and guest speakers. Students are given the opportunity to self-assess and reflect on their own learning. It is strongly recommended that *Introduction to Medical Science 11* students also take the work experience component of the program. Health related work experience opportunities enable students to make connections between what they have learned in the classroom and real-life practical experiences. This reinforces both their learning and future career considerations.

### Goals and Rationale:

- Provide opportunities for students to receive Standard First Aid (CPR C) and First Responder Certification through the Canadian Red Cross. Students join the school’s *First Aid Team* and provide first aid at school and community events.
- Course teaches the patient assessment model, cardiopulmonary resuscitation, hemorrhage control, and care for a variety of acute and chronic conditions.
- Learn to critically assess information and formulate conclusions and understanding. Implement multiple strategies to solve problems (case studies).
- Develop an understanding of physiological disorders and the interconnectedness of body systems.
- Strengthen understanding of communication/professionalism/ethics, and cultural respect as it relates to modern day health-care practice.
- Gain knowledge of various public health issues.
- Prepare students for further education and careers within health care.

### Aboriginal Worldviews and Perspectives:

- **Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.** Providing a safe learning environment and sharing the importance of ‘self-care’. Ability to make informed decisions by tapping into the knowledge, opinions, and perspectives of people around you.
- **Learning is holistic, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).** Inquiry and experience-based learning through team work, case studies, guest speakers, workshops, and community connections allows students to deepen their understanding of the course content. The *Introduction to Medical Science 11* course and Work Experience component of the program allow students to work collaboratively with other professionals, discuss, reflect, and gain exposure to their community and provide necessary care for patients and others.
- **Learning involves generational roles and responsibilities.** Students understand the importance of commitment, professionalism, empathy, and have a greater understanding of the physical, mental and emotional challenges of people of all ages and ethnicity.
- **Learning is embedded in memory, history, and story.** Students develop an understanding of ethnocentrism/cultural relativity and professionalism as it relates to health care.
- **Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.** Students learn about medical confidentiality and patient consent; understanding when it is necessary to share information and with whom to share it.

**BIG IDEAS**

Preserve life, prevent further injury, promote recovery.

Working as part of a team in the *Introduction to Medical Science Program* requires common medical terminology, understanding and critical thinking.

Providing client-centered care requires an approach that is respectful and ethical.

Health care practitioners should develop and practice good self-care habits.

Inquiry and experience-based learning builds foundational and transferable skills to future careers in health care.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to individually and collaboratively do the following:</i></p> <ul style="list-style-type: none"> <li>Recognize the complexity of physiological disorders, their causes, signs and symptoms, treatments, and prevention.</li> <li>Inquire and synthesize information.</li> <li>Critically analyze and apply knowledge to medical scenarios and/or case studies.</li> <li>Discuss issues of professionalism, medical confidentiality, and ethics in health care.</li> <li>Express and reflect on a variety of experiences, perspectives and worldviews.</li> <li>Understand the importance of personal safety and the practice of good self-care habits. Self-reflect, identify their psychological/physiological reactions to stress, and apply strategies to cope with situational or chronic stress.</li> <li>Be able to critically think and use judgement in the application of treatment and management of workplace and sports injuries.</li> <li>Communicate ideas and information using appropriate scientific language and representations.</li> <li>Analyze cause-and-effect relationships.</li> <li>Identify major psychoactive drugs and assess their psychological and physiological effects. Understand the first aid protocol and analyze the effects of addiction on self, family, friends and society as a whole.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>Anatomical and Directional Terms</b></li> <li><b>Drug Unit:</b> understand psychological and physiological effects.                         <ul style="list-style-type: none"> <li>- ‘Designer Drugs’ (Chemical/Opioid)</li> <li>- Pharmaceutical Drugs (use and interactions)</li> </ul> </li> <li><b>Anatomy and Physiology:</b> <ul style="list-style-type: none"> <li>- Interrelationships between organ systems</li> <li>- Pathophysiology/Disorders</li> </ul> </li> <li><b>Ethnocentrism/Cultural Respect</b> in health care</li> <li><b>Medical confidentiality</b> and patient consent</li> <li><b>Personal Safety/Substance Isolation</b></li> <li><b>Purpose and use of medical equipment</b> (sphygmomanometer, glucometer, pulse oximeter, 3 lead ECG, endotracheal tube, syringe needle/sharps container, AED Defibrillator, disposable gloves, etc)</li> <li><b>Lifestyle choices</b> and their effects on human health</li> <li><b>‘Learning to Learn’ strategies/communication</b></li> </ul>

<ul style="list-style-type: none"><li>• Cooperatively design a project aimed at the well-being and care of others/community.</li><li>• Recognize different learning styles and strategies and be able to implement them in both, individual and collaborative, situations.</li><li>• Use of appropriate equipment and technologies to systematically and accurately collect data.</li><li>• Make observations, interpret, and apply knowledge to their own questions/hypotheses.</li><li>• Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources.</li><li>• Implement multiple strategies to solve problems in real-world, applied, and theoretical situations.</li><li>• Connect scientific knowledge to careers in health sciences.</li><li>• Demonstrate ability to take initiative and advocate for self.</li></ul>	

## Big Ideas – Elaborations

1. Preserve Life, Prevent Further Injury and Promote Recovery – students will use the skills learned to assess patient’s condition and provide necessary care within their professional practice designation.
2. Communication and Critical Thinking Skills – Students will use effective verbal and non-verbal communication skills when working together to investigate, analyze, apply knowledge and understanding to a question/issue. Students understand the importance of becoming familiar with the use of common medical terminology.
3. Respectful and Ethical – respect for the dignity of persons and peoples; responsible caring; integrity in relationships; responsibility to society.
4. Self-Care – Reflect and take deliberate action to improve your physical, emotional and psychological well-being. What are healthy lifestyle choices?
5. Foundational and Transferable Skills to Health Care Careers – critical thinking, information literacy, independent and group learning, communication, personal safety, assessment of information and use of judgement to make informed decisions. Practice skills assessing patient history, mechanism of injury, signs and symptoms in order to manage the injury and patient. Proper use of diagnostic equipment/technologies specific to health care professions.

## Curricular Competencies – Elaborations

### Questioning and Predicting:

*Sample opportunities to support student inquiry:*

- As pain sensors are only present on the outer surface of the heart, why does someone feel chest pain when they are having a heart attack?
- When someone is having a heart attack, why do they often feel nausea, indigestion or stomach pain?
- If a man complains of pain and numbness in his left leg, why is he getting an MRI of his back?
- What happens during a Fentanyl overdose? Explain why Naloxone is a temporary antidote?

### Inquire and Synthesize Information:

*Sample opportunities to support student inquiry:*

- Case Studies and Medical Scenarios
- Mock ‘Coroner’s Inquest’ “How did Mr. Wong die?” (Analyze police report, paramedic reports, toxicology reports, etc. and form a conclusion and make recommendations).
- Make predictions before completing Blood Pressure and Blood glucose labs. Synthesize results and make conclusions.
- Guest Speakers

### Reflection:

- Students reflect on their own paradigms and experiences within the health care system.
- Students explore and understand their own learning styles, recognize their strengths and challenges and adjust their study methods accordingly.

## Content – Elaborations

## Content – Elaborations

### **Anatomical and Directional Terms**

- Flexion, extension, pronation, supination, abduction, adduction ....
- Anterior, posterior, proximal, distal, superior, inferior, frontal, transverse, sagittal ...
- Identify bones, muscles, organs ...

### **Drug Unit**

- Designer Drug Presentation (guest speaker)
- Demonstration/Practical (administration of Naloxone – antidote for fentanyl overdose)
- Pharmacology – drug interactions and effects (case study)

### **Organ Systems- Skeletal, Muscular, Nervous, Circulatory, Respiratory, Digestive...**

- **Respiratory** – Airway management and Respiratory Emergencies.  
COPD – Assessment/Treatment of Respiratory Disorders
- **Circulatory** – Cardiovascular Disease, Stroke, and Circulatory Emergencies ... (Case Studies)  
Blood Pressure Lab,  
ECG Workshop, AED Defibrillator use and Tracheal Intubation
- **Digestive** – Digestion, Absorption and Metabolism  
Diabetes Type I and II (Blood Glucose Lab using Glucometers)

### **Musculoskeletal Injuries**

Musculoskeletal Injuries (fractures, sprain, strain, dislocations, contusions ...)  
Mechanism of Injury, Signs and Symptoms, Treatment, and Prevention  
Step-by-step approach to Assessment and Management of injury and Patient Care  
Concussion Protocol

### **Medical Confidentiality and Ethics**

- Confidentiality is the right of an individual to have personal, identifiable medical information kept private, unless consent to release the information has been provided by the patient.
- Understand situations in which information ‘can’ be disclosed and whom to disclose information to.
- Ethics are rules by which we interact with other people; medical ethics are concerned with moral questions raised in health care, and more specifically, patient care.

### **Personal Safety/Substance Isolation**

- Includes preventing disease transmission, personal safety, proper use of equipment, critical incident stress, etc.
- Substance Isolation barriers – gowns, medical gloves, surgical masks, safety glasses and shoe covers (proper use)
- Pathogens – bacterium, virus, or other microorganism that can cause disease.
- Modes of Transmission – Direct Contact, Airborne, Indirect Contact, Vector

**Lifestyle choices** – exercise, sleep, dietary intake, time management, hydration, mindfulness, smoking, salt intake, alcohol consumption, drugs, social media use, vaccinations ...

## Content – Elaborations

'Learning to Learn' – organizational skills, time management, note taking tips, study and test taking skills, making connections, personal learning styles, self-assessment, stress management, goal setting ....

### Recommended Instructional Components:

- Direct instruction
- Demonstrations
- Experience-based learning
- Guest Speakers
- Inquiry and Problem-based learning
- Research
- Videos
- Discussions
- Peer collaboration
- Tests/Quizzes
- Oral Presentations
- Educational Games
- Field trips
- Self-evaluation
- Quizzes and Exams

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

Assessment is varied and flexible to provide opportunities for students to demonstrate their personal growth and learning. Personal and peer communication, anecdotal feedback along with self-reflection are also valuable in helping students succeed in their learning.

- Peer and Self-Reflections
- Case Study (Summary/Analysis)
- Labs
- Class Discussion Participation
- Oral Presentations
- Quizzes and Exams (Written and Practical)

**Learning Resources:**

Textbook: Emergency Care for Professional Responders – The Canadian Red Cross Society  
ISBN- 978-1-58480-698-1.

Textbook: First Aid & CPR – The Canadian Red Cross Society  
ISBN: 978-1-58480-676-9.

Video Resources: <http://www.bozemanscience.com/anatomy-and-physiology> (Bozeman Science)

<https://armandoh.org> (Armando Hasudungan *Biology and Medicine Videos*)

[https://www.youtube.com/watch?v=m\\_-7e81rVd8](https://www.youtube.com/watch?v=m_-7e81rVd8) (Discovery Channel: Body Story/Episode 3/The Beast Within)

**Additional Information:**

## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> RICHMOND	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD38
<b>Developed by:</b> RYAN HARRISON	<b>Date Developed:</b> NOVEMBER 28TH, 2024
<b>School Name:</b> BURNETT SECONDARY SCHOOL	<b>Principal's Name:</b> DEBORAH TEN-POW
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> RECREATIONAL LEADERSHIP	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** Physical and Health Education 10 (can be taken concurrently)

**Special Training, Facilities or Equipment Required:** Teachers should have experience in athletic organization, leadership and management; preferably the Athletic Director.

### Course Synopsis:

This course has is designed to allow students who have an interest in recreation/athletics an opportunity to explore the many aspects of Athletic and recreational events, from: tournament organization and management, officiating, mentoring, presentation skills, field trip development, fundraising, time management skills, goal setting, and volunteering for various athletic events in and around the community with multiple age groups. Students will be required to volunteer a set number of hours throughout the course during many athletic events provided, such as; school tournaments, school intramural leagues, local elementary events, and community events. They will be provided the opportunity for refereeing certification and coaching mentorship in various sports. Students will discuss and practice leadership skills and learn to work as a team with a focus on helping the local community. This is reflected in the learning outcomes which involve social and community Issues, critical and reflective thinking, as well as developing interpersonal skills. The course will provide students the opportunity to develop their social skills as well as help advance various skills of students in the community, in addition to their own experiences with opportunities to volunteer their time and knowledge. Many opportunities and experiences will be provided to support the well-being of the self, the family, the community, the land, the spirits and the ancestors.



## Goals and Rationale:

Recreational Leadership provides an opportunity for like-minded students to explore their interest in the various aspects of athletics together. This course has been designed to meet the needs of those students that have an interest in Recreation and/or Athletics. The students will be given the opportunity to explore one's identity and become leaders in the school community.

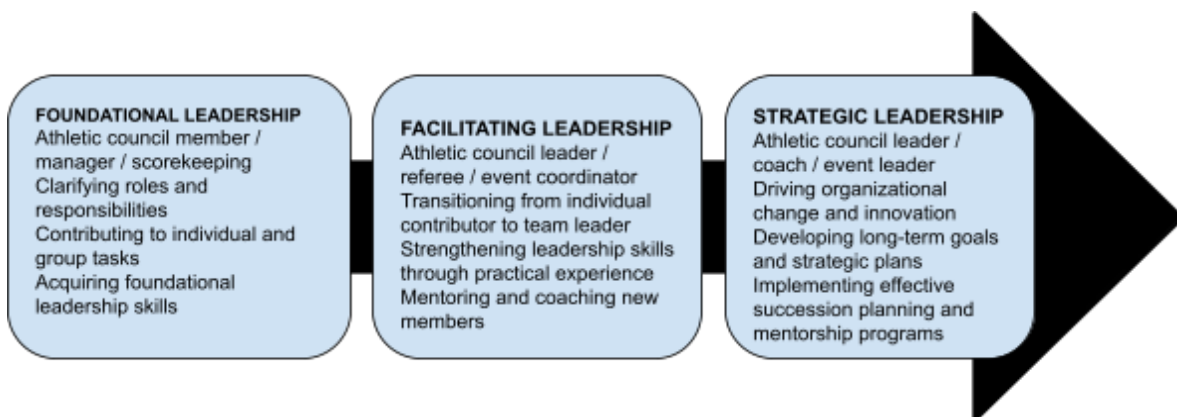
## Students will:

- Understand, acknowledge and develop different styles of effective leadership.
- Develop and foster a reflective leadership practice.
- Work effectively alone, in peer groups or with community members.
- Use management and organization strategies to effectively plan and execute events
- Work to support and enhance school and/or community culture.
- Develop and demonstrate communication skills for effective leadership.
- Build and foster a strong sense of social responsibility

## Rationale:

**Recreational Leadership** is designed to cultivate informed and skilled leaders who can make a positive impact on their school, community, and beyond. This course empowers motivated students to become integral members of school and community activities by teaching essential leadership skills. Students will delve into the intricacies of leadership, reflecting on their personal leadership styles and identifying areas for growth. By developing self-awareness and honing their abilities, they will be well-prepared to address the challenges of leadership in our globalized world.

By starting early in Grade 10, students can establish a strong foundation of leadership knowledge and skills, setting them up for continued success in future endeavors.



## **ABORIGINAL WORLDVIEWS & PERSPECTIVES:**

**The first People's Principles of Learning are inherent in the aspects included in Athletic Leadership: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.**

Through the development of athletic and/or recreational activities, students are contributing to their school culture and the development of relationships within the school and surrounding community. By developing strong leadership skills, students see themselves as contributors and develop confidence in their abilities to lead groups.

**Learning is holistic, reflexive, reflective, experiential, and relational (focused on the connectedness, on reciprocal relationships and a sense of place.**

Students are given opportunities to experience leadership through the practical, hands-on activities they help to develop and lead. Students are asked to reflect on their leadership experiences and work with team members to hone skills and refine their planning and implementation processes.

**Learning involves recognizing the consequences of one's actions.**

Students understand the cause and effect relationship their actions can have in the development and implementation of a program. Learning to make good choices and being prepared help are key learnings in this course.

**Learning involves generational roles and responsibilities.**

Students learn and practice their roles and responsibilities. Every member of every team has roles and responsibilities both in the planning and development of activities for students. Senior students will mentor and guide junior students in a variety of settings so that students are able to see how their leadership skills can grow.

**Learning is embedded in memory, history, and story.**

Students reflect upon past experiences to build upon and strengthen the quality of future events.

**Learning involves patience and time.**

Students learn that planning an event takes time and preparation. Students also come to learn that the development and honing of their leadership skills takes time.

**Learning requires exploration of one's identity.**

Students learn about themselves and their leadership capacity in this course.

**BIG IDEAS**

Participation in developing and implementing activities allows for a greater understanding of self and connections to land.

Volunteering in our school and/or community benefits both ourselves and others.

Social responsibility is a key leadership skill and an important part of being a citizen.

Healthy and active living can lead to a lifetime of athletic and recreational opportunities

Reflecting on experiences and growth opportunities, and personal successes and failures is an important part of being an effective leader.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to individually and collaboratively be able to do the following:</i></p> <ul style="list-style-type: none"> <li>● Take part in many school based activities.</li> <li>● Volunteer at many school events for a teacher-determined amount of time.</li> <li>● Demonstrate a willingness to help organize events at the school.</li> <li>● Demonstrate a willingness to actively participate in the leadership roles provided.</li> <li>● Identify and demonstrate qualities to be a strong leader and contribute in a group setting.</li> <li>● Demonstrate appropriate social behavior while performing various volunteer and leadership roles in the school.</li> <li>● Encourage, assist and show respect to all classmates, students and adults during the course activities.</li> <li>● Identify and participate in activities and understand the connection between self and environment.</li> <li>● Provide scorekeeping for athletic events.</li> <li>● Through a shared process, demonstrate &amp; improve leadership skills, including event organization, communication and interpersonal skills, critical thinking and reflective analysis, personal and social awareness and active citizenship.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>● How to work on their own and in small groups to reach an identified goal.</li> <li>● How to contribute in various settings as an individual and as a member of a group.</li> <li>● How to behave appropriately in various settings at school.</li> <li>● The risk management processes when developing and implementing events.</li> <li>● How to show respect for fellow classmates, students and adults.</li> <li>● The importance of connecting with one’s self, classmates, family, community, culture and the natural world.</li> <li>● The processes for planning, developing, and implementing a variety of school-based events and activities.</li> <li>● How to scorekeep a variety of competition formats</li> </ul>

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|--|--|
| <ul style="list-style-type: none"><li>• Participate in committees to plan events and oversee all course related endeavours (ex. Tournaments, officiating, banquets, community events, field trips, fundraisers, etc)</li></ul> |  |
|--|--|

## **Big Ideas – Elaborations**

### **Community and Event Involvement**

Students will participate in many activities in the community that will be provided throughout the course. Time will be spent prior to each activity to prepare students for success.

### **Volunteer Hours**

A major component of the course is giving back to the school and community in the form of volunteer hours. Each student will be expected to perform volunteer time at various school activities and local community events. Students are also welcome to find their own volunteer activities based on their own athletic and/or recreational leadership interests, as approved by the instructor.

### **Leadership skills and Personal and Social Responsibility**

Students will be required and/or encouraged to take on leadership roles at various activities by helping to demonstrate or lead small groups. Students will be provided opportunities to develop their leadership skills at various events. Through the many activities offered students will demonstrate growth in their personal and social responsibilities. Students may face challenges and be given the opportunity to overcome those challenges in safe, controlled environments. Students will demonstrate appropriate social behaviors while working cooperatively in small groups. Students will be given the opportunity to apply their leadership skills while working in groups of various sizes and varying organizations.

### **Lifetime Activities**

Students will acquire knowledge and skills that are transferable to settings outside of school. The goal is to introduce students to a wide variety of recreational, athletic, and leadership activities in a safe and controlled environment in the hopes that they will be

encouraged to take part in future endeavours. The purpose is to help students extend their knowledge and experiences to apply the skills in a variety of settings.

### **Reflection and Growth**

Students will be provided with opportunities to reflect upon their experiences, both on an individual and collective basis. Reflection provides opportunities to analyze strengths, weaknesses, successes, and failures, for the purpose of future growth.

### **Curricular Competencies – Elaborations**

Develop, apply, and assist in leading a plan - including brainstorming, goal setting, delegation of duties, monitoring and adjusting as a plan progresses, organizing events, mentorship, situational leadership.

### **Content – Elaborations**

**Volunteering** – Completion of a set number of hours per term.

**Characteristics of leaders** - organizational skills, communication skills, responsibility, confidence, commitment, trustworthiness, collaboration skills, and presentation skills

**Mentorship** - Senior and more experienced students will mentor more novice students.

**Log sheets** - Students will keep track of their volunteer hours and activities.

**Promotion** – Students will advertise and promote events and opportunities.

**Communication skills** - Demonstrate and practice effective listening techniques, develop and practice encouraging phrases and techniques, use positive reinforcement. These will be taught and practiced through role-playing.

**Leadership development strategies** - organizational skills, respected by peers, communication skills, motivation, trustworthiness, ability to delegate, exhibiting a positive attitude, give and receive kind, helpful, and specific feedback, responsible decision-making, exhibiting confidence and commitment, being flexible, taking initiative, exhibiting perseverance, being resilient, collaborating with others

## Content – Elaborations

**Event and sport specific training** - score keeping for different sports and activities, minor refereeing/officiating, running concessions, marketing strategies for events, development of promotional materials

**Effective event planning and implementation strategies** - Activity selection processes, recruitment strategies, effective advertising strategies, scheduling, game knowledge, safety planning, officiating, equipment maintenance, and clean up protocols

**Effective Goal Setting and Reflection** - brainstorming, prioritizing goals, selecting appropriate goals to pursue, assessment of goal progress.

**Essential components of successful activities and events** - a wide variety of activities, high numbers of participants, active and engaged participants, programs are a part of school culture, diverse and varied participants, and minimal number of injuries for participants.

### **Recommended Instructional Components:**

Direct Instruction

Indirect Instruction

Modeling

Guided Discovery

Experiential Learning

Discussion/Seminar Groups

Presentations

Peer guidance

Reflection

Guest speakers

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

Assessment will focus on leadership skills and applications of those skills as well as the curricular competencies and content of the course through the following structures:

Formative

Summative

Self-Assessment Reflections

Volunteer hours

Projects/portfolios/presentations

**Learning Resources:**

The Student Leadership Challenge

7 habits of highly effective teens

Score and time manuals

TED Talks

Outside community organizations

Primary sources – experts in the field/alumni

Extension of learning environment (field trips)

Variety of other resources

**Additional Information:**