

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

**10112 – 105 Avenue
Fort St. John, BC V1J 4S4**

Telephone: (250) 262-6000
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Board of Education



A G E N D A B O O K

FOR THE

REGULAR BOARD MEETING

BOARD ROOM

MONDAY, OCTOBER 24, 2022 @ 6:30 p.m.

OUR MISSION

All our students will graduate, crossing the stage with dignity and grace.

OUR VALUES

The core values that guide the work of the school division are *RESPECT, COMPASSION, HONESTY, RESPONSIBILITY, and RELATIONSHIPS*.

OUR STRATEGIES

As a district, we are committed to FOUR OVER-ARCHING STRATEGIES:

- ❖ DELIVERY OF EXCELLENT EDUCATIONAL PROGRAMMING FOCUSSED ON STUDENT OUTCOMES
- ❖ PROVISION OF ETHICAL LEADERSHIP FOCUSSED ON RELATIONSHIPS AND CONTINUOUS IMPROVEMENT
- ❖ EXEMPLARY MANAGEMENT PRACTISES FOCUSSED ON ALIGNING RESOURCES FOR OPTIMAL RESULTS
- ❖ ENGAGED GOVERNANCE FOCUSSED ON ADVOCACY, ACCOUNTABILITY, AND COMMUNITY PARTNERSHIPS



THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 60
REGULAR BOARD MEETING
MONDAY, OCTOBER 24, 2022
6:30 P.M.

This meeting will be recorded and available on our School District website.

AGENDA

1.0 Call to Order

Acknowledgement that today's Board Meeting is being held within the traditional territory of the Dane Zaa and Treaty 8.

2.0 Additions to the Agenda/Acceptance of the Agenda

3.0 Presentations/Delegations

- 3.1 Trustee Election Presentation
Angela Telford, Chief Elections Officer

4.0 Trustee Input (Celebrations)

5.0 Minutes of the Regular Board Meeting, September 12, 2022 (pages 6-12)

- 5.1 Approval of the Minutes
- 5.2 Business Arising from the Minutes
(See attached Action Item List for completed and ongoing items)

6.0 Approval of Excerpts of the In Camera Board Meeting, June 18, 2022 (page 13)

7.0 Announcements and Reminders

October 25	SUP-PAC Meetings (<i>Lehmann/Snow</i>)		
October 29	Provincial Council Motion Deadline		
October 31	COTW Meetings	12:30 p.m.	Board Room
November 11	Remembrance Day		
November 14	NPAA Meeting	5:00 p.m.	NPSS
November 21	Board Meetings	5:00 p.m.	Board Room
November 22	SUP-PAC Meetings (???)		
November 23/24	Early Dismissal Days		
November 25	NID (Parent-Teacher Interviews)		
December 1-3	BCSTA Orientation & Trustee Academy		Vancouver
December 3	District Christmas Party	5:30 p.m.	Pomeroy
December 5	COTW Meetings	12:30 p.m.	Board Room
December 8	NPAA Christmas Dinner	TBD	TBD
December 12	Board Meetings	5:00 p.m.	Board Room
December 19 to January 3	Christmas Vacation		

8.0 **Senior Staff Reports**

- 8.1 Superintendent's Report (page 14)
- 8.2 Secretary-Treasurer's Report (page 15)

9.0 **Reports of Regular Committee of the Whole Meeting, October 3, 2022** (pages 16-17)

- 9.1 Approval of Minutes
- 9.2 Business Arising
(See attached Action Item List for completed and ongoing items)
- 9.3 Policy Committee (*Attachments*)
 - a) Policy Committee Meeting Notes – October 3, 2022
 - b) 3003 Selection of Learning Resources - Update
 - c) 8001 Annual Operating Budget
First/
Motion: That the Board of Education put forward Policy 8001 Annual Operation Budget for Notice of Motion
 - d) 7017 Employer-Installed Video Surveillance
First/
Motion: That the Board of Education put forward Policy 7017 Video Surveillance for Notice of Motion

10.0 **Other Reports**

- 10.1 BCSTA – *Trustee Evans*
Funding for Exempt Compensation Grids Letter (*Attachment*)
- 10.2 BCPSEA – *Trustee Gilliss*
- 10.3 Board Pro-D Committee – *Chair Gilbert*

11.0 **Correspondence**

- 11.1 Hudson's Hope Evacuation to City of Fort St. John Letter (*Attachment*)
Helen Gilbert, Board Chair

12.0 **Unfinished Business**

- 12.1 SD 60 History Project Follow-Up
Helen Gilbert, Board Chair
[Link to Museum Archives](#)
- 12.2 MLA Meeting Follow-up (*Attachment*)

13.0 **New Business**

14.0 **PRNTA Update** – Michele Wiebe, President

15.0 **CUPE Local #4653 Update** – Jennie Copeland, President

16.0 **District Parent Advisory Council (DPAC) Report** – President

17.0 **Questions from the Press and Public**

18.0 **In Camera Motions brought forward for implementation**

19.0 **Adjournment**

Please Note:

Where an individual/group knows in advance they wish to address the Board, a request in writing should be made to the Secretary-Treasurer one week in advance of the Board Meeting in accordance with Board Policy #1003.1.

The request must indicate the subject of the presentation, any technology requirements (ie. screen, projector, laptop use) and the estimated time required for the presentation. Presentations will be limited to a maximum of 10 minutes, unless approved otherwise.

If approval is granted, an electronic/written copy of the presentation must be provided no later than Thursday of the week before the date of presentation.

“PROVISIONAL” MINUTES SCHOOL DISTRICT NO. 60 (Peace River North)

REGULAR MEETING

**Monday, September 12, 2022
6:00 p.m.**

Present: Helen Gilbert, Chair – Board of Education (Area 5)
Madeleine Lehmann, Vice-Chair (Area 1)
Ida Campbell, Trustee (Area 4)
Erin Evans, Trustee (Area 5) *(via Zoom)*
David Scott-Moncrieff, Trustee (Area 2)
Bill Snow, Trustee (Area 5)

Stephen Petrucci, Superintendent of Schools
Angela Telford, Secretary-Treasurer
Leah Reimer, Recording Secretary

(Guests/Media)

Michele Wiebe, PRNTA President

Regrets: Nicole Gilliss, Trustee (Area 3)



Call to Order

Chair Gilbert called the meeting to order at 6:01 p.m.

Chair Gilbert acknowledged the traditional territorial lands of the Dane Zaa and Treaty 8.

Meeting to be recorded and archived on our District website

Agenda

Approval of the Agenda

Motion #94-22

Evans/snow
THAT the agenda be accepted as presented.

CARRIED.

Presentations/Delegations

2021-2022 Financial Statements – Auditor Presentation

Angela Telford, Secretary-Treasurer

Corey Naptali, KPMG Auditors

- Presented a clean audit report
- Reviewed the Financial Statement presentation and field questions

Motion #95-22

Snow/Evans
THAT the Board of Education approve the 2021-2022 Financial Statements and Auditor's Report.

CARRIED.

Trustee Input At this time, opportunity was given for Trustees to report on activities undertaken and/or information of interest:

Trustee Campbell

- Great summer with family
- Looking forward to the next year

Trustee Evans

- Worked the summer and kids visited

Trustee Gilliss

- Absent

Vice-Chair Lehmann

- Good summer
- Attended the New Teacher Orientation

Trustee Scott-Moncrieff

- Contacted all liaison schools

Trustee Snow

- Worked over summer
- Visited five schools
- Met with PAC at one school

Chair Gilbert

- Good summer
- Spent time over the summer on the BCSTA Climate Action Committee group. Draft is being reviewed.
- Ministry of Education Call re: the Affordability Funding
- Board Chair Call on September 8...will forward info to Trustees
- Attended Northern Lights College Welcome Fest
- Attended the FSJ Hospital 10-year celebration
- Will be attending a meeting with Michele Wiebe, Margaret Little, and the FSJ Museum on October 5 regarding the history project

Minutes of the Regular Board Meeting

Approval of the Minutes

Motion #96-22

Scott-Moncrieff/Evans
THAT the Regular Meeting Minutes of June 20, 2022 be adopted.
CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

2022-2023 Annual Budget

Alberta Students – can new students come back into the District with funding? Angela – Ministry of Education in Alberta is supporting them coming to our District

Approval of Excerpts

Motion #97-22

Lehmann/Campbell

THAT the excerpts from the May 24, 2022 In Camera Meeting Minutes be approved and appended to these Regular Meeting Minutes.

CARRIED.

Announcements & Reminders

September 19	NPAA Meeting	5:00 p.m.	NPSS
September 23	NID Day (School Planning)		
September 26	Halfway First Nations Open House (drop in between 10:00 am. – 3:00 p.m.)		HRFN
September 27	SUP-PAC Meetings (<i>Lehmann/Snow</i>)		
September 30	Truth and Reconciliation Day		
October 3	Policy Committee Meeting	11:00 a.m.	Board Room
October 3	COTW Meetings	12:30 p.m.	Board Room
October 10	Thanksgiving Day		
October 15	Trustee Election		
October 21	NID (Pro-D Provincial)		
October 24	Board Meetings	5:00 p.m.	Board Room
October 25	SUP-PAC Meetings (<i>Lehmann/Snow</i>)		
October 31	COTW Meetings	12:30 p.m.	Board Room
November 11	Remembrance Day		
November 21	Board Meetings	5:00 p.m.	Board Room
November 23/24	Early Dismissal Days		
November 25	NID (Parent-Teacher Interviews)		
December 1-3	BCSTA Orientation & Trustee Academy		Vancouver

Minor Capital Plan 2023-2024

- Attached plan was reviewed

Motion #98-22

Scott-Moncrieff/Snow

THAT the Board of Education approve the attached 2022-2023 Minor Capital Plan.

CARRIED.

Senior Staff Reports

Superintendent's Report

A written and electronic report was presented. Topics discussed and reported included:

Human Resources Summary for Teachers & AO's

- 16.21 FTE (28) Letters of Permission – almost double from last year
- Approximately 5 full time and 7 part-time positions unfilled – mostly non-enrolling
- TTOC – in need of more
- Hiring situation is as tight as Superintendent has seen in 25 years

Superintendent's Report

- For information purposes

Cameron Lake Report

- For information purposes

Taylor Seamless Day Kindergarten Report

- For information purposes
- Superintendent is sharing the report with the District of Taylor as they have supported this program

SD60 Framework Ministry Report

- See motion below

Community Coaches

- Discussion around confirmation that district policy regulations are being followed
- See motion below

Posts of Responsibility

- See motion below

Out of District Sports/Field Trips

- Clearview - is there a double check if there is an approved coach, chaperone, staff member with them?
- See motion below
- Discussion around some information not being entered onto the forms as planning is still taking place and if follow up is needed

ACTION: More clarification on who the coach is, chaperones, etc. for the Clearview field trip

ACTION: Diarize, by semester, to follow up on field trips to get more up to date information and reduce number of unknowns

Motion #99-22

Snow/Scott-Moncrieff

THAT the Board accept the Superintendent's Report with exception of the following items: SD60 Framework Ministry Report, Community Coaches, Posts of Responsibility and Out of District Sports/Field Trips.

CARRIED.

Motion #100-22

Evans/Campbell

THAT the Board of Education approve the 2022 Framework Report to the Ministry of Education and Childcare for School District 60.

CARRIED.

Motion #101-22

Scott-Moncrieff/Evans

THAT the Board of Education approve the attached 2022-2023 Community Coaches.

CARRIED.

Motion #102-22

Scott-Moncrieff/Campbell

THAT the Board of Education approve the attached Out of District Field Trips.

CARRIED.

Motion #103-22

Evans/Scott-Moncrieff

THAT the Board of Education approve the attached 2022-2023 Posts of Responsibility.

CARRIED.

Secretary-Treasurer's Report

A written report was presented. Topics discussed and reported included:

Surplus Appropriation Review Approval

- A separate approval is not needed as this is included in the Financial Statements when they are approved by the Board
- Discussion around details of the higher amount of surplus this year
- The surplus policy covers this and will be monitoring districts closer, however we are not in a position to have Ministry "clawback" our funds
- The \$4.6 million is allocated
- Because of the increase costs of fuel and other expenses, it's important to at least keep the 2.5%. Potential future discussion by the Board around increasing the percentage
- A portion of Surplus is allocated to the Learning Support Fund
- Chair Gilbert – requesting a one-page summary for clarification that this is a carry-forward of some commitments not carried through because of COVID, etc.

ACTION: Secretary-Treasurer will provide the Board with a more detailed summary of the surplus appropriation**Human Resources Summary Report**

- Secretary-Treasurer gave more details on bus staffing. All routes are running with the exception of the elementary route in Wonowon. Casuals are covering for any shortages of positions Postings are out for bus driver and casuals

Motion #104-22

Evans/Scott-Moncrieff

THAT the Board accept the Secretary-Treasurer's Report.

CARRIED.

Reports of Regular Committee of the Whole MeetingBusiness Arising from the Minutes

The following business arose from the above noted Minutes:

*None*Policy Committee**4022 Employment Related Accommodation**Motion #105-22

Scott-Moncrieff/Lehmann

THAT the Board of Education adopt amended Policy 4022 Employment Related Accommodation.

CARRIED.

Motion #106-22 **8001.1 Budget Development, Monitoring & Reporting**
Campbell/Snow
That the Board of Education approve Policy 8001.1 Budget Development, Monitoring & Reporting for deletion.
CARRIED.

Motion #107-22 **3003 Selection of Learning Resources**
Campbell/Scott-Moncrieff
THAT the Board of Education adopt Policy 3003 Selection of Learning Resources
RESCINDED.

- Board Chair is looking for more clarification and consistency in part of this policy

ACTION: That Policy 3003 Selection of Learning Resources be directed back to Policy Committee for further discussion

Motion #108-22 **2003 International Travel**
Evans/Campbell
THAT the Board of Education adopt Policy 2003 International Travel.
CARRIED.

Other Reports

BCSTA
• Nothing to report

BCPSEA
• Nothing to report

Board Pro-D Committee
• Nothing to report

Correspondence

Jennifer Whiteside, Minister of Education & Child Care Letter
• For information purposes

Unfinished Business

The following unfinished business arose from the previous meeting minutes:
None

New Business

None

PRNTA Update – Michele Wiebe, President

- Would like to offer condolences to the family of Ernie Reimer, former Superintendent of Schools who passed away August 19, 2022 and to acknowledge his contribution to School District 60. He hired me as a teacher
- PRNTA Open House for new Trustees – date to be announced

- Thinking of Hudson's Hope municipality residents who have been evacuated due a forest fire. Have reached out to Trustee Gilliss.

CUPE Local #4653 Update – Jennie Copeland, President

- Absent

District Parent Advisory Council (DPAC) Report – President

- Absent

Questions from Press/Public

At this time, opportunity was given for questions from the press
None

Motion #109-22

Snow/Evans
THAT the meeting be suspended and the In-Camera Meeting resume.
CARRIED.

Motion #110-22

Campbell/Snow
THAT the Board resume the Regular Meeting and those Motions made In Camera be brought forward for implementation.
CARRIED.

Adjournment

Motion #111-22

Snow/Lehmann
THAT the meeting be adjourned. (8:22 p.m.)
CARRIED.

HELEN GILBERT, CHAIR,
BOARD OF EDUCATION

ANGELA TELFORD,
SECRETARY-TREASURER

**EXCERPTS
FROM THE JUNE 20, 2022
“IN CAMERA” MEETING MINUTES**

The meeting was called to order and the In-camera Meeting Minutes, May 24, 2022 were read and adopted.

Business Arising

None

Superintendent's Report

Items discussed and reported included:

- COVID Q & A
- District Principal Early Learning & Childcare
- Secretary-Treasurer Performance Review
- Provincial Online Learning School (POLS) Update
-

Secretary-Treasurer's Report

Items discussed and reported included:

- HEPA Update & Funding
- 2022-2023 Annual Budget Follow-Up

Committee of the Whole Reports – Business Arising

- Education in the North Peace Follow-Up

Other Reports

- BCSTA
- BCPSEA

Correspondence

None

Unfinished Business

None

New Business

- Ratification of the 2022 Board of Education/PRNTA Local Matters Agreement

REGULAR MEETING

REPORT TO THE

BOARD OF SCHOOL TRUSTEES

FROM THE SUPERINTENDENT OF SCHOOLS

Monday, October 24, 2022

Human Resources

1. Human Resources Summary Report for Teachers

Human Resources Summary Report for Teachers & AO's
for period of September 8th to October 20th, 2022

	Personnel Assignments	Leaves of Absence	Admin Appointments	Resignations /Retirements	Reports on Teachers
New assignments	14	6			6
Changes to existing	16	3			
Return from leave					
Payout prep					

Education

1. **Superintendent's Report**
<https://togetherwelearn.prn.bc.ca/2022/10/20/superintendents-report-october-2022/>
2. **Community Coaches (Attachment)**
Recommended Motion: THAT the Board of Trustees approve the attached 2022-2023 Community Coach
3. **Out of District Sports/Field Trips (Attachment)**
Recommended Motion: THAT the Board of Trustees approve the attached Out of District Sports/Field Trips
4. **BAA Courses (Attachment)**
Recommended Motion: THAT the Board of Trustees approve the attached BAA Courses

Respectfully submitted

Stephen Petrucci, EdD
Superintendent of Schools

**REPORT TO THE
BOARD OF EDUCATION
FROM THE SECRETARY-TREASURER
Monday, October 24, 2022
REGULAR MEETING**

Operations

1. **Finance Update to September 30, 2022** *(Attachment)*

Human Resources

1. **Human Resources Support Staff Summary**

Human Resources Summary Report for Support Staff
For period of September 10th, 2022 to October 20th, 2022

	Personnel Assignments	Leaves of Absence	Resignations
New assignments	31	3	7
Changes to existing	25		
Return from leave	1		
Layoff			
Retirements	1		
Termination	2		

Governance

1. **Oath of Office Ceremony – October 31, 2022**
 - Call a Special Regular Board Meeting from 1:00 – 1:30 p.m. for Trustees to be “sworn in”
2. **Remembrance Day Ceremony – Wreath Placement**
3. **BCSTA Trustee Academy – December 1 – 3, 2022**

Angela Telford,
Secretary-Treasurer

SCHOOL DISTRICT #60 (PEACE RIVER NORTH)
COMMITTEE OF THE WHOLE
“REGULAR” MEETING MINUTES

MONDAY, OCTOBER 3, 2022
1:30 P.M.

Present: Helen Gilbert, Chair, Board of Education
Madeleine Lehmann, Vice-Chair
Nicole Gilliss, Trustee
David Scott-Moncrieff, Trustee
Bill Snow, Trustee

Stephen Petrucci, Superintendent
Angela Telford, Secretary Treasurer
Leah Reimer, Recording Secretary

Media: Michele Wiebe, PRNTA President
Jennie Copeland, CUPE Local #4653 President

Regrets: Ida Campbell, Trustee
Erin Evans, Trustee

Education

Education Update

Stephen Petrucci, Superintendent

Framework Presentations

- a) Social Emotional Learning Model (*Attachment*)
Carleen Andrews, Director of Instruction
- Carleen presented and answered Trustee questions
 - The presentation was an elementary school model

Departmental Updates

Stephen Petrucci, Superintendent

- A preliminary schedule has been put together, there will be a series of departmental updates at COTW Regular meetings, starting on December 5
 - International & Careers/SWIS, Inclusion, Curriculum, Early Learning & Childcare and Tech Infrastructure/Tech Education
- Indigenous and SEL have already signed up under Framework Presentation for this year
- Can add additional updates upon request

Governance

CSBA Survey

Helen Gilbert, Board Chair

- Encouraging Trustees to complete the survey. Link has been emailed to Trustees

Human Resources

None

Operations

Operations Report

Angela Telford, Secretary-Treasurer

- Charlie Lake playground – Facilities prepped the ground for the installation. Habitat came up and directed the parents on the “build” of the playground equipment
 - If able and depending on what it is, Facilities may help with playground installations. Playgrounds have to be vetted through the Facilities Department
 - Discussion around it being “fair” from one school to the other
 - Four elementary schools received new playgrounds through BASC funding. A lack of understanding of where funds come from and process as other PAC’s are having to do their own fundraising
 - Angela is in discussions with Facilities in regards to anything being put on school properties
- Which of the summer projects would improve the FCI Index of the school? HVAC controls, window replacements, siding, water system
- Pilot project for solar panels is in process – have not gone through a winter, only a summer so haven’t seen the savings yet. Will share when we have more data

2022-2023 Budget Snapshot

Angela Telford, Secretary-Treasurer

- Putting into graphics what went into creating our Preliminary Annual Budget...giving a vision of what we will spend, allocation, student count, etc.
- Assumptions used in preparing the Preliminary Annual Budget
- Document will be uploaded to our website

Financial Statements Disclosure Analysis

Angela Telford, Secretary-Treasurer

- New requirement from Ministry...a great tool for putting numbers into conversational form
- Gives key numbers (ie. surplus, accumulated surplus, comparisons, etc.)
- Document will be uploaded to our website



B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Stephen Petrucci verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Anthropology: More Human Mysteries Unco Grade: 12



TRAX Code: YAES-2B
(e.g. YVPA)

School District Name and Number: School District No. 60 (Peace River North)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Stephen Petrucci

Signature:

Date:

Oct. 17, 2022

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Helen Gilbert, Board Chair

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:



Board/Authority Authorized Course

Anthropology: More Human Mysteries Uncovered 12 (MYED YAES-2B)

School District/Independent School Authority Name: SD60 Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD60
Developed by: Sean Thomas	Date Developed: September 18, 2022
School Name: The Key Learning Centre	Principal's Name: Sean Thomas
Superintendent Approval Date (for School Districts only): <i>Oct. 17, 2022</i>	Superintendent Signature (for School Districts only): <i>Stephen Petersen</i>
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Anthropology: More Human Mysteries Uncovered	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

- Online, self-directed course.
- Requires access to:
 - Computer
 - Current web browser and plug-ins
 - Robust Internet
 - Wifi Connection

Course Synopsis:

Anthropology has helped us better understand cultures around the world and through different time periods. This course continues the study of global cultures and the ways that humans have made sense of their world. We will examine some of the ways that cultures have understood and given meaning to different stages of life and death. The course will also examine the creation of art within cultures and examine how cultures evolve and change over time. Finally, we will apply the concepts and insights learned from the study of anthropology to several cultures found in the world today.

Rationale and Goals:

School District No. 60 highly values its diverse student population and welcomes students from countries across the world by celebrating differences and by learning about various cultures, in classrooms from Kindergarten to Grade 12. Educators in our district understand the importance of learning about new cultures and how that knowledge can enrich the lives of all.

The study of Anthropology provides the following benefits:

1. Cultural Insight
 - a. increases perspective and cultural understanding
 - b. helpful in the both school and the workplace
 - c. different traditions for etiquette can be learned to aide in relationships
2. Improved Relationships
 - a. within families and within communities as we become more multicultural
3. Better Workplace Environment
 - a. an improved understanding of cultural norms and values
 - b. workplaces are increasingly more multicultural
4. Greater Success in Post Secondary
 - a. increase your ability to interact with others from different cultures - eg. clients in business, international jobs, college and university

The goals of this course are:

- to develop a deeper understanding of different cultures
- to develop an appreciation of cultures different than your own
- to become more flexible in your thinking
- to broaden perspectives to develop a more open mind to various cultures around the world
- to consider the ethical considerations of studying a culture and apply it to the work being done here in Canada with First Nations

- to have an understanding of the traditions, daily life and values of:
 - The Maasai
 - The Yanomami
 - The Cultures of Indonesia
- to explore how the cultures listed above have developed over time, with or without the influence of cultural diffusion or cultural change

Aboriginal Worldviews and Perspectives:

- Learning requires exploration of one's identity
 - our culture determines much about our identity
- Learning recognizes the role of Indigenous knowledge
 - the Indigenous community in many countries holds cultural knowledge
- Learning involves recognizing the consequences of one's actions.
 - students will learn about cultural change as a result of interaction with outside influence
- Learning is embedded in memory, history and story.
 - cultures are upheld through memory, history and story and students will experience this first hand through video
 - cultural values are extolled through art
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
 - learning about other cultures benefits the self and community
 - when citizens are open minded and have a greater understanding of others, the community is stronger

BIG IDEAS

Learning about cultures different from one's own broadens one's perspective.

Cultures change over time and through various environmental and societal factors.

Humans experience their life course differently depending on the culture.

Cultural traditions and values can be seen in both visual and performing arts.

The study of anthropology can be a motivator for interesting career choices.

Learning Standards

Curricular Competencies

Content

<p><i>Students are expected to do the following:</i></p> <p>Unit 1: Anthropologists in the Field</p> <p>In this unit, we will examine the use of ethnography in anthropological research. We will learn more about what an ethnography is and examine some of the historical background of this methodology. We will also discuss some of the steps that anthropologists go through as they seek to understand groups through participant observation. Finally, we will consider some of the ethical issues that can develop with ethnographical research and the resulting ethnographies that are written up based on that research.</p> <ul style="list-style-type: none"> • discuss ethnographies as a research method and written product • discuss some of the advantages and disadvantages of using ethnographical research methods • describe the development and history of ethnography • understand the various elements of doing ethnographical research • discuss the ethical dilemmas and issues in ethnographies <p>Unit 2: The Life Course</p> <p>In this unit, we will explore the life course of humans and the ways in which the stages of life influence humans. Anthropologists have long studied different phases in human life, as well as the transitions and rites of passage that signal a change in those phases. We will consider some of the different stages or phases during the life course. In doing so, we will learn more about the expectations and changes that each phase of life may bring individuals.</p> <ul style="list-style-type: none"> • discuss the life course perspective and why anthropologists may study the life course • describe rites of passage and why societies use them • understand some of the different phases or stages that individuals experience during their lives • discuss social birth and how this may be different from physical birth • describe initiation rites and why they are used by societies 	<p><i>Students are expected to know the following:</i></p> <p>Unit 1: Anthropologists in the Field</p> <ul style="list-style-type: none"> • definition of ethnography • current examples of the study ethnography • various ethnographical research methods <ul style="list-style-type: none"> ◦ how to create an effective survey ◦ interviewing skills and techniques ◦ making and recording observations of the human condition • current ethical dilemmas related to ethnography research <p>Unit 2: The Life Course</p> <ul style="list-style-type: none"> • definition of the life course perspective as seen in the literature • identify and give examples of: <ul style="list-style-type: none"> ◦ rites of passage ◦ stages of a human life ◦ physical birth vs social birth ◦ initiation rites <p>Unit 3: Death and Dying</p> <ul style="list-style-type: none"> • identification of different death systems in the world's cultures • how human remains are dealt with - also 'grave goods' • several funeral practices in the world, including how different societies grieve <p>Unit 4: Art and Culture</p> <ul style="list-style-type: none"> • how is culture represented through art • the importance of art as a cultural record • various forms of art both visual and performing • historical timeline and significance of cave paintings in different cultures <p>Unit 5: The Fossil Record</p> <ul style="list-style-type: none"> • definition of, and examples of cultural change
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<p>Unit 3: Death and Dying</p> <p>In this unit, we will continue our exploration of the life course by examining how human societies handle dying and death. We will learn about death systems and the functions that these systems have for societies. We will also examine some of the cultural and historical ways that human remains, burials, and funerals or other observances have been structured and used in society.</p> <ul style="list-style-type: none"> • Understand death systems and the functions that these systems have for society • describe how human societies deal with human remains • discuss how societies have buried their dead and how these practices connect to religious and social beliefs • define grave goods and understand why they were used in burials around the world • discuss some of the funeral practices that societies have used throughout history <p>Unit 4: Art and Culture</p> <p>In this unit, we will examine the role of art in culture. Every culture produces and creates art in some way, whether it is in the form of paintings, poetry, or sculpture. While we often consider each piece of art singularly, anthropology offers us another perspective on the creation and use of art in society. From this perspective, we will consider the role that art plays in culture and one way of classifying the art from different cultures. We will also examine several different examples of art, including music and masks, to learn more about how cultures use these aspects of art.</p> <ul style="list-style-type: none"> • describe the anthropological perspective on art • understand why cultures produce art and what the role it plays in society • show how art can be classified according to societal complexity • discuss music and dance as a form of art • describe the production of cave paintings in prehistoric periods 	<ul style="list-style-type: none"> • definition and examples of diffusion • definition and examples of acculturation <p>Unit 6: The Maasai</p> <ul style="list-style-type: none"> • elements of the Maasai culture in Africa: <ul style="list-style-type: none"> ◦ household organization of the culture ◦ gender arrangement of the Maasai males experience ◦ cultural change for the Maasai <p>Unit 7: The Yanomamo</p> <ul style="list-style-type: none"> • elements of the culture of the Yanomamo in the Amazon: <ul style="list-style-type: none"> ◦ structure and organization of a Yanomamo village ◦ the violence and warfare in Yanomamo culture ◦ funeral practices and their functions ◦ the controversies of Yanomamo research <p>Unit 8: Cultures of Indonesia</p> <ul style="list-style-type: none"> • elements of the cultures of Indonesia: <ul style="list-style-type: none"> ◦ how Indonesian culture reflects cultural diffusion ◦ Indonesian religions that show the influence of other cultures ◦ tradition of gamelan and its role in Indonesian society ◦ Indonesian architecture and cuisine
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Unit 5: The Fossil Record

In this unit, we will examine cultural evolution and change. Although we often describe culture in a static, constant way, the reality is that culture is always adapting and changing in both large and small ways. From new fashions to new beliefs, culture is always in motion. In examining cultural change, we will investigate some of the factors that influence and promote cultural change, including changes in the environment, interactions with others, and acculturation to more dominant groups. We will also consider some examples of cultural change and how the changes occurred.

- describe cultural change
- show why cultural change happens and some of the factors that can produce it
- discuss anthropological concepts related to cultural change, such as diffusion and acculturation
- discuss some of the different types of cultural diffusion
- describe how cultural change can be intentionally brought about

Unit 6: The Maasai

In this unit, we will explore a particular culture, the Maasai, in order to illustrate some of the concepts and themes that we have discussed during our study of anthropology. Although it is not possible for us to conduct an ethnography of the group itself, we can use the model of an ethnography to help us examine different aspects of the Maasai and to look at how these aspects of culture influence the lives of those within the culture. As we learn about the Maasai, we will consider cultural aspects such as their household structure, gender arrangement, rites of passage, appearance, and cultural change.

- describe the Maasai culture in Africa
- understand the household organization of the culture
- discuss the gender arrangement of the Maasai males experience
- understand the factors that are creating cultural change for the Maasai

Unit 7: The Yanomamo

In this unit, we will continue to examine specific examples of human cultures and turn our attention to the Yanomamo. The Yanomamo, who live deep in the Amazon in the countries of Brazil and Venezuela, are often studied in anthropology because the culture has remained isolated for many years. While outsiders are increasingly moving into Yanomamo territory today, the group had been relatively untouched by the modern world until the twentieth century. In learning about the Yanomamo, we will consider aspects of their life such as the presence of warfare, funeral practices, and some of the controversies that have arisen in anthropology about the studies done examining the Yanomamo.

- discuss the Yanomamo
- describe the structure and organization of a Yanomamo village
- discuss different explanations for the violence and warfare in Yanomamo culture
- describe Yanomamo funeral practices and their functions
- understand some of the controversies of Yanomamo research

Unit 8: Cultures of Indonesia

In this unit, we will learn more about the cultures in Indonesia and, in particular, how these cultures often reflect cultural diffusion and the influence of outside cultures. Although some Indonesian groups are relatively isolated, many others have experienced centuries of contact with traders, missionaries, explorers, travelers, and others. These individuals have left their mark on Indonesian cultures in a variety of ways. We will consider several of the areas of cultural diffusion, including religion, architecture, music, and food.

- discuss the cultures of Indonesia
- show how Indonesian culture reflects cultural diffusion
- give several examples of Indonesian religions that show the influence of other cultures
- discuss the tradition of gamelan and its role in Indonesian society
- understand how other cultures have influenced Indonesian architecture and cuisine

Recommended Instructional Components:

Critical Thinking Questions

- analyze the various factors of culture as seen in the Maasai, the Yanomamo and the cultures of Indonesia
- make judgments regarding the effects of cultural change and/or cultural diffusion, looking for examples in your study

- investigate ethical questions related to studying various cultures and how one appropriately represents their findings
- be open minded to different perspectives as one learns about each culture, understanding that the human experience is different throughout the world
- be aware of bias and judgment during the study of the cultures in this course and when applied to the cultures evident in your own community

Labs

- working directly with tools and applications
- practice observation skills
- practice interview and survey skills in real time - with someone of a different culture in your community

Observation

- of a person in each of the following cultures, as seen in video:
 - Maasai
 - Yanomamo
 - Indonesia

Direct Teaching via Online Application

- listening carefully to take comprehensive notes
- making connections between lecture and text learning with practice

Video and Website - explore, research, view and analyze

- examples of the practices, rituals and daily experience of various cultural groups: Maasai, Yanomamo and Indonesia

Use of Graphic Organizers

- for organizing information
- for comparing cultures
- for comparing cultures before and after cultural change

Recommended Assessment Components:

Use of criteria and goal setting

Self assessment using criteria and rubrics

Embedded feedback in each unit

Unit, mid term and final tests with application discussion questions

Learning Resources:

- e-Dynamic Online Course Work
- How to do Ethnography Research <https://thevisualcommunicationguy.com/2018/01/30/how-to-do-ethnography-research/>
- The Maasai: <http://maasaiwilderness.org/maasai/>
- The Yanomami: <https://www.survivalinternational.org/tribes/yanomami>
- Indonesian Culture:
<https://indonesia.mfa.gov.ir/en/generalcategoryservices/8447/indonesian-culture#:~:text=The%20Indonesian%20People%20are%20composed,be%20said%2C%20dominated%20by%20Javanese.&text=86.1%25%20of%20Indonesians%20are%20Muslims,are%20Christian%2C%20Hindu%20or%20Buddhist.>



B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Stephen Petrucci verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Archaeology: Detectives of the Past

Grade: 12



TRAX Code: YMIS-2A
(e.g. YVPA)

School District Name and Number: School District No. 60 (Peace River North)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Stephen Petrucci

Signature:

Date:

Oct. 17, 2022

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Helen Gilbert, Board Chair

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:



Board/Authority Authorized Course Archaeology: Detectives of the Past 12 (MYED YMIS-2A)

School District/Independent School Authority Name: SD60 Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD60
Developed by: Sean Thomas	Date Developed: September 22, 2022
School Name: The Key Learning Centre	Principal's Name: Sean Thomas
Superintendent Approval Date (for School Districts only): <i>Oct. 17, 2022</i>	Superintendent Signature (for School Districts only): <i>Stephen Petrucci</i>
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Archaeology: Detectives of the Past	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

- Online, self-directed course.
- Requires access to:
 - Computer
 - Current web browser and plug-ins
 - Robust Internet
 - Wifi Connection

Course Synopsis:

George Santayana once said, “Those who cannot remember the past are condemned to repeat it.” The field of archaeology helps us to better understand the events and societies of the past that have helped to shape our modern world. This course focuses on these techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artefacts are located and preserved. Finally, students will learn about the relationship of material items to culture and what we can learn about past societies from these items.

Rationale and Goals:

Human beings need connection. The study of archaeology can prove lineage and connection to ancient civilizations, and explain how human beings evolved and expanded across the world. There have been many important archaeological finds in the province of British Columbia such as the Tse’K’wa (Dane-zaa Záágé? for Rock House), or the Charlie Lake cave. Learning about the historical documentation of fossils and artefacts helps students to understand that many other civilizations have come before us.

B.C.’s revised curriculum encourages students to develop their interests. This course offers educational content combined with many opportunities for critical thinking and may provide a catalyst for a career in the field of archaeology.

The goals of this course are:

- to develop a deeper understanding of the work of the archaeologist
- to develop an appreciation of the historical documentation of ancient cultures and civilizations
- to become more aware of how human beings have evolved and expanded over the years
- to broaden perspectives to develop an open mind to various civilizations, ancient and modern, around the world
- to consider the ethical considerations of protecting a historical site and the artefacts found
- to gain a basic understanding of the different time periods in history - how we date artefacts

Aboriginal Worldviews and Perspectives:

- Learning requires exploration of one’s identity
 - archaeologists have excavated many artefacts to further understand a civilization
- Learning recognizes the role of Indigenous knowledge
 - the Indigenous community has great interest in the artefacts of their ancient communities
- Learning involves recognizing the consequences of one’s actions.
 - how we protect important historical sites will determine how long they will be available for learning by others in the future
- Learning is embedded in memory, history and story.
 - the records of civilization lie in the artefacts unearthed by archaeologists
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

- learning about ancient civilizations provides a sense of connection for humans today

BIG IDEAS

The study of archaeology can help us understand more about early civilizations including the first human beings.

Excavation and classification of artefacts is important in documenting early civilizations.

Archaeologists can help us to understand how humankind evolved and expanded over the ages.

Archaeologists use the fossil record to reconstruct human behaviour.

There are many interesting career choices in the field of archaeological research.

Learning Standards

Curricular Competencies

Content

<p><i>Students are expected to do the following:</i></p> <p>Unit 1: The World of Archaeology</p> <p>The archaeologists of the movies live a life of constant action and imminent danger in their quest to uncover ancient archaeological relics. They must solve riddles, decipher ancient texts, dodge deadly snares, and outwit their rivals who are trying to ambush them and steal their treasure. Do the archaeologists portrayed in the movies really reflect the lives of real-life archaeologists? In this unit, you will be introduced to the world of archaeology. We will discuss the science of archaeology, its history, and its relevance in our world today. You will learn about the many aspects of an archaeologist's job, from the mundane tasks to the thrilling discoveries.</p> <ul style="list-style-type: none"> • discuss archaeology as a field of study • differentiate between science and pseudoscience • describe the relationship between archaeology and anthropology • discuss the history and development of the field of archaeology • understand why archaeology is still relevant today • analyze the many aspects of an archaeologist's work • discuss the career options of an archaeologist <p>Unit 2: Recording the Past</p> <p>Archaeologists interpret our past and help shape our future, but exactly how do archaeologists gather and record information? In this unit, you will learn how archaeologists record the past and reconstruct ancient lifeways. We will discuss how archaeologists conduct field research, excavate sites, and date artifacts.</p> <ul style="list-style-type: none"> • list and understand the goals of archaeology • discuss what culture is and how archaeologists reconstruct ancient lifeways • describe how the archaeological record is used to date artifacts • discuss the process of archaeological research • understand how preservation conditions affect the characteristics of a site <p>Unit 3: Unearthing Ancient Civilizations</p> <p>While each excavation site is unique, archaeologists everywhere follow a standard procedure to unearth the artifacts hidden beneath the surface. These artifacts help us better understand the time period they were used in and the people who used them. In this unit, you will learn how archaeologists work as a team to dig up these artifacts and how they classify them. We will also take a look at the most exciting archaeological finds in history and how they have shaped our view of the cultures who left them behind.</p> <ul style="list-style-type: none"> • discuss what each member of an archaeological team is responsible for 	<p><i>Students are expected to know the following:</i></p> <p>Unit 1: The World of Archaeology</p> <ul style="list-style-type: none"> • topics studied in the field of archaeology • the comparison between science and pseudoscience • the tasks completed by an archaeologist • careers in the field of archaeology <p>Unit 2: Recording the Past</p> <ul style="list-style-type: none"> • why the study of archaeology is important in learning about ancient civilizations • how to date archaeological artefacts • preservation conditions and how they affect artefacts • current trends in archaeological research <p>Unit 3: Unearthing Ancient Civilizations</p> <ul style="list-style-type: none"> • members and roles of the archaeological team • similarities and differences between a land and water archaeological excavation • characteristics of the five major time periods in which artifacts are classified: Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age • timeline of the most significant archaeological discoveries in last 500 years <p>Unit 4: Cultural Origins</p> <ul style="list-style-type: none"> • origin theories of the first humans and civilization • theories of culture as noted in archaeological finds: <ul style="list-style-type: none"> ◦ sustenance ◦ mobility ◦ early laws ◦ trade routes ◦ language <p>Unit 5: The Fossil Record</p> <ul style="list-style-type: none"> • comprehensive description of the fossil record
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<ul style="list-style-type: none"> • describe the obstacles archaeologists commonly face during an excavation • understand the similarities and differences between land excavation and an underwater excavation • describe the characteristics of the five major time periods in which artifacts are classified: Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age • discuss the most significant archaeological discoveries of the past five hundred years <p>Unit 4: Cultural Origins</p> <p>Archaeologists seek to understand where humankind began and how it has evolved and expanded over the ages. Factors such as farming, changes in technology, and written language made the first civilizations possible. In this unit, you will learn where civilization started and explore how humankind has evolved as a result of civilization. You will also learn how human language emerged over time to make civilization possible.</p> <ul style="list-style-type: none"> • learn where the first people and culture originated • discuss the societal importance of sustenance • examine early laws • investigate how trade routes encouraged expansion • explore how language may have emerged over time <p>Unit 5: The Fossil Record</p> <p>Archaeologists use the fossil record to date artifacts and sites. The fossil record refers to the preserved remains of plants, animals, and humans, which provide us with a history of life. It is not a complete record; rather, there are holes and unexplained oddities found within it. In this unit, you will learn how archaeologists use the fossil record to record and reconstruct human behavior. You will explore its importance as well as investigate its limitations.</p> <ul style="list-style-type: none"> • understand what the fossil record is • discuss where the fossil record begins • discuss the holes in the fossil record • describe oddities found within the fossil record • understand how archaeologists use the fossil record to reconstruct human behaviour 	<ul style="list-style-type: none"> • how the fossil record helps us to reconstruct human behaviour <p>Unit 6: Social Organizations</p> <ul style="list-style-type: none"> • societies and their political structures • various settlement patterns found in the literature • social organizations of ancient societies including burial practices • evidence of early economic activity <p>Unit 7: The Survival of Ancient Text</p> <ul style="list-style-type: none"> • how the alphabet has evolved through the centuries • maps through the ages and what they can tell us about a particular society • ancient texts • the different materials used to record text • timeline of important texts found by archaeologists <p>Unit 8: Public Archaeology and Modern Society</p> <ul style="list-style-type: none"> • definition of cultural resource management (CRM) • how historic sites are preserved and restored in order to educate the public • the legal and ethical issues that guide the field of archaeology • the effects of looting • the methods archaeologists use to share their findings with the public • sources of archaeological information
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Unit 6: Social Organizations

Archaeologists seek to piece together and understand the social organization of the societies they study. While there are commonalities to all societies, each has many unique attributes as well. In this unit you will investigate the structure of ancient societies by taking a look at their political, social, and economic structure.

- discuss the four political classifications of societies
- show how settlement patterns help archaeologists draw conclusions about a society
- describe how social ranking emerged in ancient societies
- describe how burial practices differed based on societal status
- discuss how economic structures were defined in ancient societies

Unit 7: The Survival of Ancient Text

Scrolls, codices, ostraca, annals, defixiones, and maps are all examples of ancient text. These written records are priceless clues which provide archaeologists with details about ancient life that could never be extracted from material evidence alone. In this unit, you will investigate the most important ancient texts to have been discovered. You will learn how they have helped piece together the details missing from material evidence.

- discuss how the alphabet has evolved through the centuries and its significance
- discuss how maps are used to learn more about the societies they were created by
- understand how ancient text help archaeologists learn more about a society
- describe the different materials used to record text
- discuss important texts found by archaeologists

Unit 8: Public Archaeology and Modern Society

Archaeologists are the public relations agents of the past. Public archaeology includes all the elements of archaeology that are of importance to modern society, including education, archaeo-tourism, and media representation. Archaeologists manage the resources of a site and work to protect what they uncover. We will also discuss how they share what they have found with the public.

- understand the role of cultural resource management (CRM)
- discuss how historic sites are preserved and restored in order to educate the public
- discuss the legal and ethical issues that guide the field of archaeology

<ul style="list-style-type: none"> • describe the effects of looting and the public measures archaeologists employ to discourage it • related the methods archaeologists use to share their findings with the public 	
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Recommended Instructional Components:

Critical Thinking Questions

- analyze artefacts found in different ages - through photos and video
- make judgments about an ancient civilization in terms of sustenance, movement, economy and religious practices etc. based on archaeological finds
- ethical discussion about the reporting of various archaeological finds, looting and ownership of discovered artefacts

Labs

- working directly with tools and applications - in finding fossils in your local area
- practice observation skills of archaeological excavations in video

Observation

- of an archaeologist at work

Direct Teaching via Online Application

- listening carefully to take comprehensive notes
- making connections between lecture and text learning with practice

Video and Website - explore, research, view and analyze

- examples of the practices in the field of archaeology
- examples of archaeologists reporting their findings

Use of Graphic Organizers

- for organizing information
- for comparing ancient civilizations
- for comparing land and water excavations

Recommended Assessment Components:

Use of criteria and goal setting

Self assessment using criteria and rubrics

Embedded feedback in each unit

Unit, mid term and final tests with application discussion questions

Learning Resources:

- e-Dynamic Online Course Work
- Society for American Archaeology: <https://www.saa.org/about-archaeology/what-is-archaeology>
- National Geographic: <https://education.nationalgeographic.org/resource/archaeology>
- Treaty 8 Charlie Lake Cave (Tse'k'wa): <http://treaty8.bc.ca/tsekwala/>
- Government of BC: <https://www2.gov.bc.ca/gov/content/industry/natural-resource-use/archaeology>
- SFU Archives: <https://web.archive.org/web/20160604160032/http://www.sfu.museum/journey/an-en/postsecondaire-postsecondary/grotte-du-lac-charlie-charlie-lake-cave>



Excavation of Paleoindian Levels
Charlie Lake Cave Excavation
Simon Fraser University



B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Stephen Petrucci verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Biotechnology: Introduction

Grade: 12



TRAX Code: YPLS-2C
(e.g. YVPA)

School District Name and Number: School District No. 60 (Peace River North)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Stephen Petrucci

Signature:

Stephen Petrucci

Date:

Oct. 17, 2022

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Helen Gilbert, Board Chair

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:



Board/Authority Authorized Course Biotechnology: Introduction 12 (MYED YPLS-2C)

School District/Independent School Authority Name: SD60 Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD60
Developed by: Sean Thomas	Date Developed: September 8, 2022
School Name: The Key Learning Centre	Principal's Name: Sean Thomas
Superintendent Approval Date (for School Districts only): Oct. 17, 2022	Superintendent Signature (for School Districts only): <i>Heather Peterson</i>
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Biotechnology: Introduction	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

- Online, self-directed course.
- Requires access to:
 - Computer
 - Current web browser and plug-ins
 - Robust Internet
 - Wifi Connection

Course Synopsis:

Biotechnology is a cutting-edge, high-demand field that encompasses everything from plant and animal breeding to genetics. Discover how biotechnology has changed the world around us, from food to genetics. Explore historical applications with modern discoveries. Understand how regulations and ethics govern the course of biotechnology and learn of its importance to the field of medicine.

Rationale and Goals:

The Peace River Valley is an important agricultural area of our province. There are many different operations: cattle, poultry, sheep, grain etc. This course may be of interest to many students as they seek to optimize their family farm, contributing to food sustainability in our country. This course may also be of interest to other students who have an interest in science but who are looking for practical, innovative ways to use their knowledge. The study of genetics has always motivated students in the upper grades as they examine aspects of inheritance and genetic makeup to perhaps partially explain why they might look and behave the way they do.

Biotechnology: Introduction 12 offers students a unique opportunity to explore the differences between science, technology, and biology and to see how biotechnology has been used to create new and innovative products for use by humans.

The goals of this course are:

- to identify and understand basic cell and organism processes and parts
- to promote a deeper understanding of the field of biotechnology and which careers utilize this science
- to be able to give examples of biotechnology through the ages
- to be able to cite contributions of different scientists to the study of biotechnology
- to identify at least 2 products agriculture, industry and medicine that happened as a result of experiments done using biotechnology
- to understand how biotechnology is used in the study of genetics

Aboriginal Worldviews and Perspectives:

- Learning involves recognizing the consequences of one's actions.
 - Biotechnology can enhance products - in medicine, in agriculture, in industry but this field is regulated with ethical laws and guidelines for operation
 - Being aware of ethics in using biotechnology in experiments, helps to promote technology as a tool for advancement of the human condition
- Learning involves patience and time.
 - Designing and creating new and innovative products requires problem solving and repetition to find the correct physical, technological combinations to create the most optimal and efficient product.
 - Innovation requires an open mindset and many repeat trials.
- Learning is embedded in memory, history and story.

- Biotechnological advances have been incredibly fast in the last century and have affected how humans conduct their daily lives.
- Examining the agricultural and food preservation habits of people in different ages can help us understand the positive or negative effects of human interference

BIG IDEAS

Biotechnology relies on the basic building blocks of human and plant cells to create new products.

Biotechnology has been extremely important in modern developments in agriculture, medicine and industry.

The study of genetics is a branch of biotechnology, which aided our understanding of 'inheritance'.

The use of biotechnology is strictly regulated to prevent unethical experiments using living organisms.

There are many career options for biotechnologists, as this science is used in agriculture, medicine and industry.

Learning Standards

Curricular Competencies	Content
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<p><i>Students are expected to do the following:</i></p> <p>Unit 1: Biotechnology Basics</p> <p>Biotechnology refers to techniques that rely upon living organisms or the products of those organisms to make or modify products, to improve animals or plants, or to develop microorganisms for medical, agricultural, or industrial use. In this unit, you will review the essential foundations for biotechnology, specifically the biology behind biotechnology.</p> <ul style="list-style-type: none"> • recognize different types of cells • categorize organisms • define taxonomy and scientific naming of organisms • explain the basics of evolutionary theory <p>Unit 2: The Beginning of Biotechnology</p> <p>The first human experiments and work in biotechnology came as humans made the transition from hunting and gathering to an agricultural means of food production. Domestication of plants and animals led to significant changes through active human interference and selection. Changes in human society, including sedentism, would lead to many early innovations in biotechnology.</p> <ul style="list-style-type: none"> • explain the differences between the Paleolithic and Neolithic • describe how humans domesticated plants and animals • categorize the regional variances in agriculture and domestication • summarize the changes that occurred as humans domesticated plants and animals <p>Unit 3: Food Preservation and Fermentation</p> <p>The first use of biotechnology, as you learned in Unit 2, was to improve the food supply. Biotechnology continued to be used for food production as early peoples learned how to ferment their foods, produce alcohol and vinegar, make cheese, and bake bread. These changes in foods improved the food supply and made it safer, and reduced the risk of food-borne illness.</p> <ul style="list-style-type: none"> • classify the various ways to store and preserve food • describe the different types of fermentation • explain the process of fermentation • discuss the study of microbiology and the work of Pasteur 	<p><i>Students are expected to know the following:</i></p> <p>Unit 1: Biotechnology Basics</p> <ul style="list-style-type: none"> • labels for different cells • categorization and scientific naming of organisms • definition of taxonomy • scientific basic description of evolution theory <p>Unit 2: The Beginning of Biotechnology</p> <ul style="list-style-type: none"> • definition and examples of Paleolithic age • definition and examples of Neolithic age • agriculture and domestication in Canadian regions over the ages • impact of human interference on agriculture <p>Unit 3: Food Preservation and Fermentation</p> <ul style="list-style-type: none"> • definition and examples of food preservation in each age, throughout time • fermentation: <ul style="list-style-type: none"> ◦ types ◦ process ◦ microbiology within • elements involved in study of microbiology • the main details of the work of Pasteur and why it's still important today <p>Unit 4: Collection and Breeding</p> <ul style="list-style-type: none"> • early botany collectors and their collections • process of how collectors bred plants • the definition and importance of hybridization and the impact of hybrids • early breeding programs and how they led to the study of genetics <p>Unit 5: Beginning of Genetics</p> <ul style="list-style-type: none"> • the function of genes - the labels of a gene diagram • the historical timeline of the study of genetics • Mendel's experiments and their significance today
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<p>Unit 4: Collection and Breeding</p> <p>Modern biotechnology requires an understanding of genetics; however, that understanding is relatively recent. Before biologists, microbiologists, and botanists understood genetics, they learned how to crossbreed plants and produce hybrids of their own creation. In many ways, this built upon the domestication of plants discussed in Unit 2 but was far more complex and innovative.</p> <ul style="list-style-type: none"> • discuss the importance of early collectors and their collections • describe how collectors bred plants • illustrate the importance of hybridization and the impact of hybrids • explain how early breeding programs led to genetics <p>Unit 5: The Beginning of Genetics</p> <p>The study of genetics could not begin until the basic processes of inheritance were well understood. In the middle of the 19th century, an amateur scientist, Gregor Mendel, undertook the first defined scientific experiments in genetics, carefully recording the ratios of inheritance. While his work received little recognition at first, the study of genetics moved quickly from the 20th century onward. Within the first 50 years of the 20th century, DNA was identified and, by 1977, the first gene sequencers opened up new opportunities for the study of genetics.</p> <ul style="list-style-type: none"> • understand the function of genes • recognize the historical development of the study of genetics • understand Mendel's experiments and their significance • create a timeline describing the history of genetics from Mendel through the late 20th century <p>Unit 6: Early Industrial Discoveries</p> <p>In this unit, you will learn about industrial biotechnology advancements between 1800 and World War II. These innovations required new achievements in microbiology, a new understanding of enzymes and fermentation, as well as the ability to identify bacteria. They fueled industrial growth in various industries, from ammunition production to paints and varnishes, providing key ingredients needed for a growing and changing world.</p> <ul style="list-style-type: none"> • recognize the developments in biotechnology that accompanied the industrial revolution • understand the changes that occurred during the period defined as classical biotechnology • explain the role of enzymes in an industrial setting 	<ul style="list-style-type: none"> • timeline describing the history of genetics from Mendel through the late 20th century <p>Unit 6: Early Industrial Discoveries</p> <ul style="list-style-type: none"> • developments in biotechnology that accompanied the industrial revolution • the changes that occurred during the period defined as classical biotechnology • enzymes in an industrial setting • how war drove productivity and innovation in biotechnology • how to identify bacteria <p>Unit 7: Regulation of Biotech</p> <ul style="list-style-type: none"> • purpose and development of biotechnology regulation in Canada - see government website listed in resources section • the primary regulatory agencies in Canada and their function • the roles of product development, regulation, and society • examples of why regulation is needed • examples of innovation in the biotech field • the basic regulatory process and the challenges in the regulatory environment • process of modernizing biotechnology regulation <p>Unit 8: Healing, Feeding, Fueling</p> <ul style="list-style-type: none"> • major advances of biotech in medicine and healthcare • key areas and uses of agriculture biotech • reasons why environmental and industrial biotech are described as "the third wave of biotech" • key areas and uses of industrial and environmental biotech
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- recognize how war drove productivity and innovation in biotechnology

Unit 7: Regulation of Biotech

Food, drugs, the environment—biotechnology is everywhere! The industry is producing life-changing products across the globe and in our lives. Biotech has an effect on the foods we eat, on the drugs that promote healing, and on the products that protect our environment. The future of biotech is bright but comes with a responsibility to safeguard consumers and our environment. This safeguarding responsibility is known as regulation. Regulation is sometimes seen as a negative, but as we'll see, it actually helps protect us while providing pathways to innovation and change.

- discuss the purpose and development of biotechnology regulation in Canada
- identify and describe the primary regulatory agencies in Canada
- explain the roles of product development, regulation, and society
- consider the need for a balance between regulation and innovation
- describe the basic regulatory process and the challenges in the regulatory environment
- analyze the on-going process of modernizing biotechnology regulation

Unit 8: Healing, Feeding, Fueling

The world of biotechnology is an area of science that does not concentrate on just one scientific area. Biotech applications and innovations heal humans and animals. Biotech supports agriculture by increasing crop yields, improving plant life, and preventing damage to our food chain from pests and insects. We even see biotech developing applications to combat climate change through products such as biofuels that use plant-based formulas instead of fossil-based fuel. Biotech is even in our laundry detergents and dishwashing liquids in the form of special enzymes that replace environmentally harmful chemicals!

- describe the long journey of biotech and major advances in three key areas
- identify and describe major advances of biotech in medicine and healthcare
- explain the key areas and uses of agriculture biotech
- consider why environmental and industrial biotech are described as “the third wave of biotech”
- identify the key areas and uses of industrial and environmental biotech

Recommended Instructional Components:

Critical Thinking Questions

- analyze and make judgements about the origin and uses of biotechnology in our changing world
- observe, analyze, investigate questions and problems in this field
- explore possibilities, devise solutions to ongoing issues faced by the modern world

Labs

- work directly with materials and applications

Observation

- observe the use of biotechnology and tools already in use in various fields

Demonstration

- close observation of demonstrations seen on video
- watching for the linkage of ideas, the cause and effect of the utilization of biotechnology

Direct Teaching via Online Application

- listening carefully to take comprehensive notes
- making connections between lecture and text learning with practical creation

Video and website - explore, research, view and analyze

- examples of biotechnology processes in the area of agriculture, medicine, forensic science etc.
- real life scenarios
- biotechnologists at work in different research fields

Recommended Assessment Components:

Use of criteria and goal setting

Self assessment

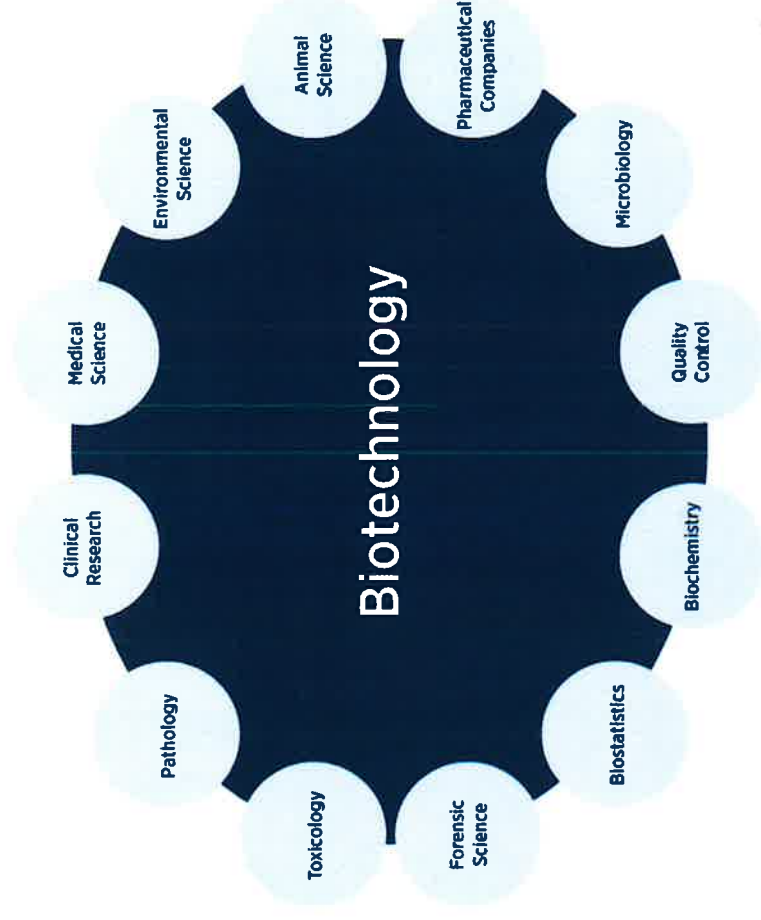
Embedded feedback in each unit

Portfolio of student work

Unit, mid term and final tests with application discussion questions

Learning Resources:

- e-Dynamic Online Course Work
- Government of Canada:
<https://www.canada.ca/en/health-canada/services/science-research/emerging-technology/biotechnology/about-biotechnology.html>
- What is Biotechnology: <https://www.bio.org/what-biotechnology>





B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Stephen Petrucci verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Concepts of Engineering & Technology

Grade: 12



TRAX Code: YERT-2A
(e.g. YVPA)

School District Name and Number: School District No. 60 (Peace River North)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Stephen Petrucci

Signature:

Date:

Oct. 17, 2022

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Helen Gilbert, Board Chair

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:



Board/Authority Authorized Course Concepts of Engineering and Technology 12

VERT-2A

School District/Independent School Authority Name: SD60 Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD60
Developed by: Sean Thomas	Date Developed: September 8, 2022
School Name: The Key Learning Centre	Principal's Name: Sean Thomas
Superintendent Approval Date (for School Districts only): Oct. 17, 2022	Superintendent Signature (for School Districts only): <i>Stephen Petrucci</i>
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Concepts of Engineering and Technology	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

- Online, self-directed course.
- Requires access to:
 - Computer
 - Current web browser and plug-ins
 - Robust Internet
 - Wifi Connection

Course Synopsis:

Each day, we are surrounded by technology and engineering projects. From our phones to the bridges we drive over, engineering and technology influence many parts of our lives. In Concepts of Engineering and Technology, you will learn more about engineering and technology careers and what skills and knowledge you'll need to succeed in these fields. You'll explore innovative and cutting-edge projects that are changing the world we live in and examine the design and prototype development process. Concepts of Engineering and Technology will also help you understand the emerging issues in this exciting career field.

Rationale and Goals:

School District No. 60 has been innovative in the use of technology for learning for many years. Students in all schools have had the opportunity to use computers, ipads and various applications to both access their learning and to create products to show their learning. For a number of years, most schools have had access to 3D printers, tools and materials. Our staff has had basic training in technology, applications for learning and the ADST Curriculum.

Concepts of Engineering and Technology 12 offers students a unique opportunity to explore the differences between science, technology and engineering, learn about the history of technological advances, discuss ethics regarding the use of technology, create an engineering notebook, explore project design and prototype and learn about physical, mechanical, biotechnical and automation systems. This course will provide the student an opportunity to explore the innovative world of technology and engineering, thereby offering them a glimpse into possible career choices in this field. Perhaps a field that may become an interesting career option.

The goals of this course are:

- to promote a deeper understanding of the advances in technology and engineering
- to gather an inventory of possible career choices in the innovative field of technology and engineering
- to develop working tools and protocols in the engineering of a physical, mechanical or biotechnological product
- to create, design and problem solve solutions to engineering issue
- to broaden thinking and perspective by exploring how technology can benefit our lives
- to create and design an engineering product
- to be able to link the skills in this course with career options and the current/future workplace

Aboriginal Worldviews and Perspectives:

- Learning involves recognizing the consequences of one's actions.
 - Technology can benefit or at times hinder your life and the lives of others.
 - Being aware of ethics in using technology helps to promote technology as a tool for advancement of the human condition

- Learning involves patience and time.
 - Designing and creating a new engineering product requires problem solving and repetition to find the correct physical, mechanical or technological combinations to create the most optimal and efficient product.
 - Innovation requires an open mindset and many repeat trials.
- Learning is embedded in memory, history and story.
 - Technological advances have been incredibly fast in the last century and have affected how humans conduct their daily lives.
 - Technology has the ability to improve the lives of all but most especially those with limited mobility, sensory ability or literacy difficulties.
 - Engineers can design and create tools that will benefit mankind.

BIG IDEAS

Different technologies and tools at different stages throughout history have impacted the daily lives of ordinary human beings.

Physical, mechanical, and chemical engineering using innovative technology can enable human beings to create effective products.

Ethical behaviour is necessary when designing engineering products so that these products benefit mankind.

Designing new tools and products is a reflective process involving creative and critical thinking skills.

There are many career options in the fields of Engineering and Technology.

Learning Standards

Curricular Competencies

Content

Students are expected to do the following:

Unit 1: Development and Understanding of Engineering

- Distinguish the differences between science, technology, and engineering
- Understand and use technical terms
- Discuss important technological developments from the past
- Identify the various technological ages and the rate of current development
- Discuss some of the ethical concerns around technology

Unit 2: Making Problems into Ideas

- Discuss open and closed systems
- Identify how technological systems interact to achieve goals
- Find technological solutions through problem solving
- Design and maintain a computation engineering notebook

Unit 3: From Sketches to Products

- Describe the fundamental processes needed for a project, including design and prototype development
- Identify the chemical, mechanical and physical properties of engineering materials
- Assess risks and benefits of a design solution
- Maintain a professional portfolio

Unit 4: Civil Engineering

- Work in teams to apply the design process
- Assume different roles within an engineering project
- Develop and test a project model
- Use time-management skills to meet project objectives
- Use criteria to meet project expectations
- Describe and demonstrate team functions, quality, and requirements

Unit 5: Mechanical Engineering

- Define and describe the applications of physical and mechanical systems
- Describe the various career opportunities and emerging issues within these fields
- Explain the history of mechanical engineering and its current trajectory
- Apply design concepts to problems in physical and mechanical systems

Students are expected to know the following:

Unit 1: Development and Understanding of Engineering

- technical terms in mechanical and physical engineering
- historical timeline of technological advances
- ethical behaviours appropriate for using technology in personal and professional environments

Unit 2: Making Problems into Ideas

- problem solving skills
- a process for 'trial and error'
- how to create and maintain an engineering notebook

Unit 3: From Sketches to Products

- the design thinking process
- steps in developing a prototype
- chemical engineering materials
- mechanical engineering materials
- physical engineering materials
- how to conduct a risk assessment
- how to create a T chart
- how to create a professional portfolio of product development

Unit 4: Civil Engineering

- collaboration and communication skills
- time management skills
- how to create timelines and schedules
- self assessment using criteria
- how effective teams work

Unit 5: Mechanical Engineering

- where and when physical and mechanical systems are used
- career options within the engineering field
- history timeline of mechanical engineering
- problem solving skills

<p>Unit 6: Chemical Engineering</p> <ul style="list-style-type: none"> • Describe applications of process control and automation systems • Describe career opportunities in process control and automation systems • Apply design concepts and identify fields related to process control and automation systems while identifying emerging systems • Understand and follow safety tests and guidelines while recognizing how to classify and dispose of hazardous materials and waste <p>Unit 7: Biological Engineering</p> <ul style="list-style-type: none"> • Describe the different fields of biotechnology • Identify the underlying principles of bioengineering • Understand career opportunities, related fields, and emerging trends in biotechnology • Apply design concepts to problems in biotechnology • Discuss inherent ethical dilemmas in bioengineering and technology <p>Unit 8: Impossible Engineering!</p> <ul style="list-style-type: none"> • Define impossible engineering • Conduct and present research on emerging and innovative technology • Describe ethical behaviour and decision making through use of examples • Differentiate among discrimination, harassment and equality 	<p>Unit 6: Chemical Engineering</p> <ul style="list-style-type: none"> • definition and examples of process control • definition and examples of automation systems • design thinking theory • career fields in chemical engineering • safety guidelines around hazardous materials • Current WHMIS certification content <p>Unit 7: Biological Engineering</p> <ul style="list-style-type: none"> • difference between biotechnology and bioengineering • career options in the field of biological engineering • design thinking skills • ethical behaviour related to biological engineering • examples of ethical and non-ethical behaviour in biological engineering <p>Unit 8: Impossible Engineering</p> <ul style="list-style-type: none"> • definition of impossible engineering with examples • examples of emerging and innovative technology • examples of ethical and non-ethical behavior in the field
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Recommended Instructional Components:

Critical Thinking Questions

- analyze and make judgements about the effectiveness of an engineered product
- observe, analyze, investigate questions and problems
- explore possibilities, devise solutions

Labs

- working directly with materials and applications

Observation

- observing the use of technology and tools already in use with an 'eye' to how some tools might be improved
- observing the use of the new tool to note successes and failures of the tool at each stage of development

Demonstration

- learning to watch closely - big picture and small details
- watching for the linkage of ideas, the cause and effect of movements, the way things work
- linking demonstrations of technological skills with your ideas and the needs expressed by the person with disabilities - asking oneself "how might this work for xxx?"

Direct Teaching via Online Application

- listening carefully to take comprehensive notes
- making connections between lecture and text learning with practical creation

Video and website - explore, research, view and analyze

- examples of technology and engineering processes in action as seen on video
- real life scenarios

Recommended Assessment Components:

Use of criteria and goal setting

Self assessment

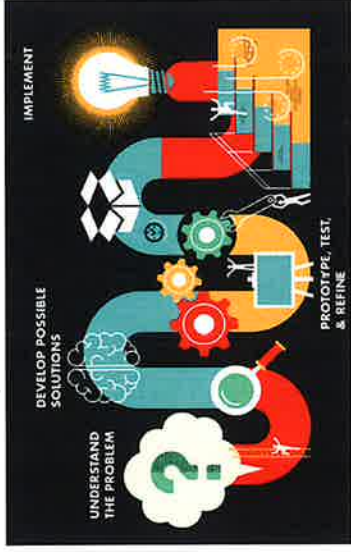
Embedded feedback in each unit

Portfolio of student work

Unit, mid term and final tests with application discussion questions

Learning Resources:

- e-Dynamic Online Course Work
- What is Design Thinking? An Overview (2020) <https://www.youtube.com/watch?v=qHGN6hs2qZY>





B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Stephen Petrucci verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Criminology: Inside the Criminal Mind

Grade: 12



TRAX Code: YPSYC2B
(e.g. YVPA)

School District Name and Number: School District No. 60 (Peace River North)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Stephen Petrucci

Signature:

Stephen Petrucci

Date:

Oct. 17, 2022

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Helen Gilbert, Board Chair

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:



Board/Authority Authorized Course Criminology: Inside the Criminal Mind 12 (MYED YPSYC2B)

School District/Independent School Authority Name: SD60 Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD60
Developed by: Sean Thomas	Date Developed: September 9, 2022
School Name: The Key Learning Centre	Principal's Name: Sean Thomas
Superintendent Approval Date (for School Districts only): <i>Oct. 17, 2022</i>	Superintendent Signature (for School Districts only): <i>Stephen Petrucci</i>
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Criminology: Inside the Criminal Mind	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

- Online, self-directed course.
- Requires access to:
 - Computer
 - Current web browser and plug-ins
 - Robust Internet
 - Wifi Connection

Course Synopsis:

In today's society, crime and deviant behavior are often one of the top concerns of society members. From the nightly news to personal experiences with victimization, crime seems to be all around us. In this course, we will explore the field of criminology or the study of crime. In doing so, we will look at possible explanations for crime from psychological, biological, and sociological standpoints, explore the various types of crime and their consequences for society, and investigate how crime and criminals are handled by the criminal justice system. Why do some individuals commit crimes but others don't? What aspects in our culture and society promote crime and deviance? Why do individuals receive different punishments for the same crime? What factors shape the criminal case process, from arrest to punishments?

Rationale and Goals:

Today's students are inundated with news from many sources - online Apple news, online Google news, news on social media and news on the television. When crimes are perpetrated toward innocent human beings, these stories are often sensationalized, as well. Recently, the mass stabbing event in Saskatchewan leaves us all scratching our heads, asking 'how could this happen?' Sometimes there isn't any explanation for such violent behaviour but sometimes there are warning signs and conditions that lead to these events.

Popular television shows such as *Criminal Minds* and *Law and Order* have enjoyed a long running series renewal due to a fascination with this topic. The modern high school student appreciates course content related to pop culture whereby they may become more analytic when viewing such shows. Critical thinking skills are necessary when viewing any program on social media or on television.

More information and education about these criminal minds and the systems we have in Canada that are designed to either prevent or deter citizens from carrying out crimes, helps us to understand a little more and to feel less subject to the randomness of the attacks and criminal activity. Students will learn about the current research findings about criminals and crime. Who are these people that are someone's sons, fathers and brothers? Where do crimes often take place? How can we prevent ourselves from becoming a victim of crime? How does our justice system administer both justice and rehabilitation to prevent the perpetrators from committing crimes in the future?

The goals of this course are:

- to promote a deeper understanding of the factors that often lead to criminal behaviour
- to develop a factual knowledge base of the various personnel involved in the justice system and their role in both punishment and rehabilitation for criminals
- to broaden thinking and perspective by exploring how criminals become criminals - what leads them to a future in crime?
- to explore correctional facilities: their cost to Canadians, their effectiveness, different levels of incarceration
- to inventory various alternative justice methods - explore local initiatives
- to be able to link the skills in this course with career options and the current/future workplace
- to gather an inventory of possible career choices in the field of criminology

Aboriginal Worldviews and Perspectives:

- Learning involves recognizing the consequences of one's actions.
 - Criminal behaviour has definite consequences on the criminal, the victim and society as a whole.
 - There are different levels of consequence in an attempt to deter and intervene to prevent repeat offenders and escalation.
- Learning is embedded in memory, history and story.
 - The criminal justice system has evolved based on research and societal pressure.
 - Crime is an ever changing response to the world we live in - our mobility, our technology and our response to criminal behaviour.
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
 - Criminal behaviour often has a root cause: biological, psychological, societal etc.
 - Criminal justice can serve to deter or prevent crime and/or repeat offenses.
 - Creating a safe environment for all is the simplistic goal of the Canadian justice system.

BIG IDEAS

By examining different biological and psychological theories, we are able to understand more clearly why humans commit different crimes.

The study of criminology and research in this field is necessary in society's fight against crime in all areas - against property, against person, white-collar, corporate, and public order crimes.

Crime in today's ever changing and mobile world involves several important societal factors.

By understanding why criminals may engage in criminal, violent, and antisocial behaviours, we can strive to create safer environments for all.

There are many interesting career options in the fields of Criminology and Justice.

Learning Standards

Curricular Competencies

Content

<p><i>Students are expected to do the following:</i></p> <p>Unit 1: The World of Criminology</p> <p>In this unit, you will be introduced to the field of criminology. We will discuss what crime is and how it is related to deviance. We will also examine the similarities and differences between criminologists, criminalists, and criminal justice professionals. In addition, we will investigate the idea of criminal intent and the various defenses that might be used when a crime is committed. Finally, we will look at some of the research methods that are used in the field of criminology to help us better understand crime and criminals.</p> <ul style="list-style-type: none"> • Learn what crime is and how it is related to deviance • Discuss what criminology is and how it relates to other disciplines • Investigate legitimate reasons why a crime might be excused • Examine crime statistic sources and the issues with each • Look at some of the research methods that criminologists use to study crime <p>Unit 2: Biological and Psychological Theories of Crime</p> <p>In this unit, we will consider biological and psychological explanations for crime. In doing so, we will look at phrenology and somatotyping. We will consider how pollution, hormones, and what we eat may have an effect on whether an individual commits a crime. We will discuss some of the psychological explanations of crime such as psychoanalytic theory, modeling theory, and self-control theory. Finally, we will examine the legal definition of insanity and the use of psychological profiling in solving crimes.</p> <ul style="list-style-type: none"> • Learn about early biological explanations of crime such as phrenology • Discuss chemical and hormonal theories of crime • Look at psychoanalytic theories of crime • Examine modeling and self-control theories • Investigate the legal definitions of insanity and how psychological profiling is used to solve crimes <p>Unit 3: Labeling, Conflict, Environmental, and Radical Theories</p> <p>In this unit, we will turn from the biological and psychological explanations for crime discussed in the previous unit to looking at how the environment and social conditions affect crime. In doing so, we will discuss theories such as social disorganization theory, strain theory, conflict theories, and radical criminology. We will examine how both negative labeling, inequality, and the physical environment influence crime.</p> <ul style="list-style-type: none"> • Learn what social structure and social conditions are and how they relate to crime • Examine how social transition and rapid change can result in crime 	<p><i>Students are expected to know the following:</i></p> <p>Unit 1: The World of Criminology</p> <ul style="list-style-type: none"> • definitions of crime, criminology, criminologist, criminalist • roles of various criminal justice professionals • different research methods in studying crime • recent research into the field of criminology • basic criminal justice terms <p>Unit 2: Biological and Psychological Theories of Crime</p> <ul style="list-style-type: none"> • descriptions of various theories of crime <ul style="list-style-type: none"> ◦ phrenology ◦ chemical ◦ hormonal ◦ psychoanalytic ◦ modeling ◦ self-control • legal definition of insanity and how it is used as a defense in our justice system • steps involved in psychological profiling of a criminal • how effective psychological profiling is in solving crimes • how psychological profiling is used to solve crimes <p>Unit 3: Labeling, Conflict, Environmental, and Radical Theories</p> <ul style="list-style-type: none"> • definition and examples of social structure • definition and examples of social conditions • definition and examples of social transition • identification of theories: <ul style="list-style-type: none"> ◦ social disorganization ◦ strain ◦ conflict ◦ radical criminology • identification of states of inequality and power imbalance <p>Unit 4: Violent Crimes and Crimes against Property</p> <ul style="list-style-type: none"> • definition and examples of crimes against persons • definition and examples of crimes against property • the legal categories for: <ul style="list-style-type: none"> ◦ homicide ◦ thieves
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<ul style="list-style-type: none"> • Discuss how individuals may adapt to cultural goals in a way that leads to crime • Investigate how physical conditions affect crimes • Discuss the roles that inequality and power have in crime <p>Unit 4: Violent Crimes and Crimes against Property</p> <p>In this unit, we will consider the categories of crime known as crimes against persons and crimes against property. We will learn about crimes against persons such as homicide, assault, and robbery. We will also discuss property crimes, such as larceny, burglary, and arson. With each of the crimes, we will examine insights that criminologists have gained in studying the crime and statistics of the crime for victims and offenders.</p> <ul style="list-style-type: none"> • Learn about crimes against persons and crimes against property • Understand the different legal categories of homicide • Examine the different categories of thieves • Investigate the cost of crimes like larceny • Discuss the social conditions that factor into crimes such as burglary 	<ul style="list-style-type: none"> • research and statistics for crime • social conditions related to criminal behaviour <p>Unit 5: White-Collar, Corporate and Public Order Crimes</p> <ul style="list-style-type: none"> • definition and examples of occupational and corporate crimes • societal costs associated with corporate crime • organized crime in Canada - who, what, where • current trends in fighting organized crime in Canada • current controversies in public order crime and their enforcements - eg. The Freedom Rally
<p>Unit 5: White-Collar, Corporate and Public Order Crimes</p> <p>In this unit, we will discuss white-collar crime, corporate crime, organized crime, and public order crime. In doing so, we will identify which crimes fall into each area and what the effect is on society and individuals. We will identify the differences between occupational and corporate crime. Finally, we will discuss some of the controversies and debates in reducing organized and public order crimes.</p> <ul style="list-style-type: none"> • Identify the differences between occupational and corporate crimes • Discuss the costs of white-collar and corporate crimes to society • Examine different types of corporate crimes • Discuss possible solutions for controlling organized crime • Investigate the controversies over public order crimes and their enforcement <p>Unit 6: Criminal Case Process</p> <p>In this unit, we will discuss the criminal case process. We will examine the goals of the criminal justice system, including deterring crime and punishing those who break the law. We will also discuss the stages of a criminal case, including entry into the system, prosecution, sentencing, corrections, and diversions. Finally, we will look at how the juvenile court process differs from the adult criminal case process.</p> <ul style="list-style-type: none"> • Learn about the criminal justice system and what is included in the system • Discuss how the criminal justice system had its beginnings 	<p>Unit 6: Criminal Case Process</p> <ul style="list-style-type: none"> • identification and labels for the elements in Canada's criminal justice system • historical context of Canada's criminal justice system • stages of the criminal justice process • comprehensive T chart or Venn Diagram outlining similarities and differences between the juvenile and adult criminal case process <p>Unit 7: Biological Engineering</p> <ul style="list-style-type: none"> • law enforcement - roles, responsibilities and factors that impact decision making • responsibilities of the Canadian justice system - provincial and federal • the process at a criminal trial in Canada • the death penalty: <ul style="list-style-type: none"> ◦ in Canada ◦ why some countries use it ◦ the controversy ◦ what the research says <p>Unit 8: Overview of Punishment and Corrections</p> <ul style="list-style-type: none"> • correctional facilities in Canada • historical timeline of Canada's correctional system • societal costs of incarceration • function and process of probation

<ul style="list-style-type: none"> ● Examine the goals of the criminal justice system ● Investigate the various stages of the criminal case process ● Look at how the juvenile criminal case process differs from the adult criminal case process <p>Unit 7: Enforcing the Law and the Nature of Courts</p> <p>In this unit, we will explore the process of enforcing the law and the court system. In doing so, we will look at the selection of police officers, the choices that they make in their role as a police officer, and the use of community policing. We will also consider the structure of the court system in Canada and what a typical trial looks like. Finally, we will examine the controversy over the death penalty and explore some of the reasons for and against this sentence.</p> <ul style="list-style-type: none"> ● Learn about the conflicting models toward crime and criminals in the criminal justice system ● Discuss the factors that influence law enforcement decisions ● Understand the Canadian court system, including provincial and federal courts ● Examine what occurs in a typical criminal trial ● Investigate the reasons for and against the death penalty and what research has shown about the death penalty ● Examine the historical timeline for the use of the death penalty in Canada and the subsequent abolishment of the death penalty in 1976 <p>Unit 8: Overview of Punishment and Corrections</p> <p>In this unit, we will consider the various punishments that are used in the correctional system. We will first examine institutional corrections, such as sentences to jail or prison. We will look at the different types of facilities and the history of the correctional system. We will also discuss the use of parole and its advantages and disadvantages to society. In addition, we will examine other forms of punishments, including probation and alternative sanctions. In doing so, we will discuss what is involved with these punishments and whether they are effective at keeping individuals from repeating their crimes.</p> <ul style="list-style-type: none"> ● Understand the different facilities used to hold and incarcerate offenders ● Learn about the history of the correctional system ● Examine the cost of correctional institutions to society ● Discuss probation and why it is used ● Examine alternative sanctions, such as house arrest and community service 	<ul style="list-style-type: none"> ● alternative justice - what, when, who
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Recommended Instructional Components:

Critical Thinking Questions

- analyze and make judgements about the crimes against property and crimes against person
- analyze and make judgements based on research about court process, incarceration and alternative justice measures
- observe, analyze, investigate questions and problems in the criminology field
- explore possibilities in motivating criminals to seek a life free from crime

Labs

- working directly with materials and applications

Observation

- observing a criminal trial in progress - either by video or in person
- observing the people present in a courtroom during a trial and what function they serve

Direct Teaching via Online Application

- listening carefully to take comprehensive notes
- making connections between lecture and text learning with practical creation

Video and Website - explore, research, view and analyze

- examples of technology and engineering processes in action as seen on video
- real life scenarios

Use of Graphic Organizers

- for comparison purposes
- for organizing information
- T Chart
- Venn Diagram

Recommended Assessment Components:

Use of criteria and goal setting

Self assessment using criteria and rubrics

Embedded feedback in each unit

Unit, mid term and final tests with application discussion questions

Learning Resources:

- e-Dynamic Online Course Work
- Government of Canada - Justice Laws Website: <https://laws-lois.justice.gc.ca/eng/acts/c-46/>
- Canadian Criminal Justice System: Overall Trends and Key Pressure Points: <https://www.justice.gc.ca/eng/rp-pr/jr/press/https://www.utm.utoronto.ca/careers/careers-by-major-criminology-law-and-society>
- University of Toronto: Careers in the Criminal Justice Field:



B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Stephen Petrucci verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Forensic Science

Grade: 11



TRAX Code: YPSS-1A
(e.g. YVPA)

School District Name and Number: School District No. 60 (Peace River North)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Stephen Petrucci

Signature:

Date:

Oct. 17, 2022

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Helen Gilbert, Board Chair

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:



Board/Authority Authorized Course Forensic Science 11 (MYED YPSS-1A)

School District/Independent School Authority Name: SD60 Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD60
Developed by: Sean Thomas	Date Developed: September 24, 2022
School Name: The Key Learning Centre	Principal's Name: Sean Thomas
Superintendent Approval Date (for School Districts only): Oct. 17, 2022	Superintendent Signature (for School Districts only): <i>Stephen Petrucci</i>
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Forensic Science	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

- Online, self-directed course.
- Requires access to:
 - Computer
 - Current web browser and plug-ins
 - Robust Internet
 - Wifi Connection

Course Synopsis:

Fingerprints. Blood spatter. DNA analysis. The world of law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, the student will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.

Rationale and Goals:

Forensic Science is an interesting field of study and has become increasingly popular with television's portrayal in series like Criminal Minds and CSI. In British Columbia, students are invited to explore some coursework in their Graduation years to help them make informed career choices. This course would be of interest to many students who have an interest in science and criminology.

The use of DNA in ancestry sites, crime scene analysis, and medical practice has also garnered interest in the media. Some students may have had parents who have sent in their DNA to an ancestry site to have it analyzed, perhaps even locating new family members or at the very least understanding more about their heritage. This course explores the use of DNA, how to collect, analyze and present DNA findings.

The goals of this course are:

- to promote a deeper understanding of the processes and procedures forensic scientists use to determine the 'story' of the crime
- to develop an awareness of the tasks involved in the job of a forensic scientist
- to learn the steps involved in securing a crime scene
- to explore the ways physical evidence is collected and analyzed
- to understand how DNA evidence is gathered, analyzed and presented in court
- to explore current research in the field of forensic scientific research
- to gather an inventory of possible career choices in the field of forensic science

Aboriginal Worldviews and Perspectives:

- Learning involves recognizing the consequences of one's actions.
 - the forensic scientist can determine the events of a crime with the right physical evidence
 - forensic scientists must follow strict procedures to avoid contamination of a crime scene

- Learning is embedded in memory, history and story.
 - crime scenes ultimately have the evidence within them to reconstruct the story of the crime
 - even a dead human being has a story to tell
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
 - correct crime scene management has the ability to convict the correct perpetrator
 - forensic scientists are able to gather DNA evidence to support the correct crime scene analysis
 - too many marginalized people have been convicted of crimes they did not commit

BIG IDEAS

By examining physical evidence, the forensic scientist is able to reconstruct a crime scene.

The use of DNA analysis has proven useful in court proceedings.

Securing and analyzing a crime scene for evidence follows strict procedures for contamination control.

A thorough forensic scientist understands that a dead human being can still 'tell' many secrets about a crime.

The study of forensic science is integral to the criminal justice system but there are many other career avenues, as well.

Learning Standards

Curricular Competencies

Content

Students are expected to do the following:

Unit 1: Introduction to Forensic Science

Blood, fingerprints, tire tracks, and trace evidence are used to catch the criminals in TV, but how do real life forensic scientists help identify suspects? In this unit, you will be introduced to forensic science. We will discuss what forensic science consists of and how the field developed through history. You will learn about some of the responsibilities of forensic scientists and about some of the specialty areas that forensic scientists may work in.

- learn about forensic science as a field of study
- discuss the history and development of the field of forensic science
- examine some of the responsibilities that forensic scientists have in their work
- investigate the relationship between forensic science and the criminal justice system
- explore some of the specialty areas within forensic science

Unit 2: The Crime Scene

Once a crime has been committed, one of the first steps for the forensic scientist is the identification and collection of evidence. In this unit, you will discover some of the techniques and practices that forensic scientists and law enforcement officials use to identify evidence and collect that evidence in a way that maintains the integrity of the evidence. You will also learn about some of the different types of evidence that might be found at a crime scene and how the different types of evidence may best be handled.

- discover how a crime scene is secured
- examine the different ways in which a crime scene is recorded
- learn how forensic scientists and officers search a crime scene for evidence
- investigate how evidence is collected and packaged
- learn why evidence needs to be collected carefully and within legal guidelines

Unit 3: Physical Evidence

In this unit, we will discuss the physical evidence found at crime scenes. In doing so, we will examine the different types of evidence that are used in a crime investigation and in court trials. We will also discuss how forensic scientists and investigators identify and collect evidence. Finally, we will look at some specific examples of physical evidence,

Students are expected to know the following:

Unit 1: Introduction to Forensic Science

- elements of forensic science
- careers in the forensic science field
- timeline of the development of forensics as a field of study in science
- how forensic science helps the criminal justice system

Unit 2: The Crime Scene

- how to secure a crime scene, boundaries etc.
- how to record evidence found at a crime scene
- how to search a crime scene without contaminating the evidence
- collection, packaging and recording processes for evidence found at a crime scene
- legal requirements in Canada in the collection of evidence

Unit 3: Physical Evidence

- the different types of evidence
- the difference between individual and class characteristics and what they mean for crime investigations
- how forensic scientists compare samples
- how to gather glass fragments and soil as physical evidence and what they can tell forensic scientists about a crime
- how to collect and analyze impressions, like fingerprints and tire tracks

Unit 4: Physical Evidence: Hair, Blood and Fingerprints

- the criminal code definitions of crimes against persons such as: homicide, assault and robbery
- the criminal code definitions of crimes against property such as: larceny, burglary and arson
- Canadian statistics for the crimes listed above

<p>including glass, soil, and impressions, to see how forensic scientists identify and analyze these types of evidence.</p> <ul style="list-style-type: none"> • learn about the different types of evidence • examine the difference between individual and class characteristics and what they mean for crime investigations • discuss how physical and chemical properties help forensic scientists compare samples • investigate glass fragments and soil as physical evidence and what they can tell forensic scientists about a crime • discuss how impressions, like footprints and tire tracks, are collected and analyzed <p>Unit 4: Physical Evidence: Hair, Blood and Fingerprints</p> <p>In this unit, we will consider the categories of crime known as crimes against persons and crimes against property. We will learn about crimes against persons such as homicide, assault, and robbery. We will also discuss property crimes, such as larceny, burglary, and arson. With each of the crimes, we will examine insights that criminologists have gained in studying the crime and statistics of the crime for victims and offenders.</p> <ul style="list-style-type: none"> • learn about the physical structures of hair, blood and fingerprints • discuss how DNA can be found in hair collected from crime scenes • investigate how stains are tested to determine if they are blood and if they are human blood • learn about the different types of fingerprints • examine how fingerprints are discovered and collected at a crime scene <p>Unit 5: Firearms and Tool Marks</p> <p>In this unit, we will discuss the collection and analysis of firearm and tool evidence. We will learn some of the considerations in collecting this type of evidence. We will also examine what information forensic scientists can learn from evidence like firearms, bullets, gunpowder residue, and tool marks that are left at a crime scene. Finally, we will discuss under what conditions individual characteristics might be found on these types of evidence.</p> <ul style="list-style-type: none"> • discuss how firearm and bullet evidence is collected from a crime scene 	<ul style="list-style-type: none"> • the physical structures of hair, blood and fingerprints • DNA is in hair collected from crime scenes • blood stains and human blood collection and analysis practices • the different types of fingerprints • how fingerprints are discovered and collected at a crime scene • the importance of physical evidence in court <p>Unit 5: Firearms and Tool Marks</p> <ul style="list-style-type: none"> • how firearm and bullet evidence is collected from a crime scene • why bullets fired from a gun can contain unique markings and striations • how investigators can estimate the distance between a gun and a shooting victim • the information forensic scientists can learn from tool marks • how forensic scientists can recover serial numbers from firearms and vehicles <p>Unit 6: Human Remains</p> <ul style="list-style-type: none"> • how to determine the time of death • how scientists create a hypothesis of the probable cause of death and the mechanism of death • different ways that bodies may decompose • the possible details that forensic scientists can learn from a forensic autopsy • the information that can be gained from skeletal remains • current research into decomposition rates • be able to distinguish the age and decomposition of bones in a simple time sequence <p>Unit 7: DNA Evidence</p> <ul style="list-style-type: none"> • the properties of DNA • how and why DNA can be used as an individual
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<ul style="list-style-type: none"> • learn why bullets fired from a gun can contain unique markings and striations • examine how investigators can estimate the distance between a gun and a shooting victim • investigate what information forensic scientists can learn from tool marks • discuss how forensic scientists can recover serial numbers from firearms and vehicles <p>Unit 6: Human Remains</p> <p>In this unit, you will learn more about how forensic scientists examine human remains and gain information from these remains. We will discuss some of the ways that forensic scientists try to determine the time of death for recovered human remains. We will also discuss how forensic scientists make use of the forensic autopsy to gain more information about a probable cause of death and mechanism of death. Finally, we will discuss what scientists can learn about the condition of bones found at a crime scene and some of the ongoing research by forensic scientists to learn more about rates of decomposition.</p> <ul style="list-style-type: none"> • investigate some of the ways that can help determine the time of death • learn about some different ways that bodies may decompose • discuss what forensic scientists can learn from a forensic autopsy • examine what information can be gained from skeletal remains • learn about ongoing research into decomposition rates <p>Unit 7: DNA Evidence</p> <p>In this unit, we will discuss what DNA is and how it is used as evidence in crime investigations. We will examine the basic components of DNA and learn what makes the DNA of each person unique. The unit will also discuss how biological evidence, like blood or hair samples, is preserved for DNA testing. Finally, we will examine the use of DNA evidence in court cases and some of the considerations that occur in these cases.</p> <ul style="list-style-type: none"> • learn about the properties of DNA • examine how and why DNA can be used as an individual characteristic in forensic science • investigate how biological evidence is best collected and preserved for DNA testing 	<p>characteristic in forensic science</p> <ul style="list-style-type: none"> • how biological evidence is best collected and preserved for DNA testing • the tests used for biological evidence to retrieve DNA information • the considerations in using DNA in court trials <p>Unit 8: Overview of Punishment and Corrections</p> <ul style="list-style-type: none"> • the challenges arson and explosion crime scenes present in the collection, preservation and analysis of evidence • how investigators determine where a fire started and whether accelerants were used • the different types of explosive materials that may be used in bombs and other explosions • how evidence at an arson scene is collected and tested • the methods used to test for explosive materials at crime scenes
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- discuss what tests are used on biological evidence to retrieve DNA information
- examine some of the considerations in using DNA in court trials

Unit 8: Arson and Explosion Evidence

In this unit, we will discuss how forensic science approaches crime scenes in which fire or explosions have occurred. In doing so, we will learn about the challenges that these crime scenes present in the collection of evidence, the methods used to determine the point of ignition, and how evidence is collected and preserved at arson scenes. We will also examine some of the different types of explosives and how explosive materials are collected and preserved.

- discuss what challenges arson and explosion crime scenes present in the collection, preservation and analysis of evidence
- learn how investigators determine where a fire started and whether accelerants were used
- examine the different types of explosive materials that may be used in bombs and other explosions
- investigate how evidence at an arson scene is collected and tested
- discuss the methods used to test for explosive materials at crime scenes

Recommended Instructional Components:

Critical Thinking Questions

- analyze and make judgements about the evidence required to prove crimes against property and crimes against person
- analyze and make judgements based on research about the use of forensic science in the criminal justice system
- observe, analyze, investigate questions and problems in the forensic science field
- explore how the extraction of DNA became a factor in proving criminal justice cases in court

Labs

- working directly with materials and applications

Observation

- observing a forensic scientist at work - using video
- observing forensic scientists presenting evidence in a courtroom during a trial and what function they serve

Direct Teaching via Online Application

- listening carefully to take comprehensive notes
- making connections between lecture and text learning with practical creation

Video and Website - explore, research, view and analyze

- examples of forensic science processes in action, as seen on video
- real life scenarios

Use of Graphic Organizers

- for comparison purposes
- for organizing information

Recommended Assessment Components:

Use of criteria and goal setting

Self assessment using criteria and rubrics

Embedded feedback in each unit

Unit, mid term and final tests with application discussion questions

Learning Resources:

- e-Dynamic Online Course Work
- Canadian Society of Forensic Science: <https://www.csfs.ca/>
- Canadian Identification Society: <https://www.cis-sci.ca/>
- BC Institute of Technology: https://www.bcit.ca/computing-academic-studies/forensics/?gclid=Cj0KCQjw1bqZBhDXARIsANTjCPK6bpmJ-GLdLNCz4ZeMwgQO_JxYI8kBUeo_nbA02Z5Bw0AH7XDSAsaAIWuEALw_wcB&gclid=aw.ds





B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Stephen Petrucci verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Forensic Science

Grade: 12



TRAX Code: YPSS-2A
(e.g. YVPA)

School District Name and Number: School District No. 60 (Peace River North)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Stephen Petrucci

Signature:

Date:

Oct. 17, 2022

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Helen Gilbert, Board Chair

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))



Name of Inspector of Independent Schools or Designate:

Signature:

Date:



Board/Authority Authorized Course Forensic Science 12 (MYED YPSS-2A)

School District/Independent School Authority Name: SD60 Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD60
Developed by: Sean Thomas	Date Developed: October 16, 2022
School Name: The Key Learning Centre	Principal's Name: Sean Thomas
Superintendent Approval Date (for School Districts only): Oct. 17, 2022	Superintendent Signature (for School Districts only): 
Board/Authority Approval Date:	Board/Authority Chair Signature: 
Course Name: Forensic Science: More Secrets of the Dead	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

- Online, self-directed course.
- Requires access to:
 - Computer
 - Current web browser and plug-ins
 - Robust Internet
 - Wifi Connection

Course Synopsis:

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

Rationale and Goals:

Forensic Science is an interesting field of study and has become increasingly popular with television's portrayal in series like Criminal Minds and CSI. In British Columbia, students are invited to explore some coursework in their Graduation years to help them make informed career choices. This course would be of interest to many students who have an interest in science and criminology.

Investigating crime scene evidence is an exacting endeavor. Forensic scientists are able to gather information from a variety of sources: toxicology screens, document examination, paint, soil, insects, bones, bodies, teeth and other trace elements. There are special fields of forensic science that gather evidence from data stored in a computer and other digital devices by tracing search engines, email and digital activity. Forensic scientists are integral in gathering enough evidence to present at trial to convict criminals and keep our society safer.

The goals of this course are:

- to promote a deeper understanding of the processes and procedures forensic scientists use to determine the 'story' of the crime
- to develop an awareness of the tasks involved in the job of a forensic scientist
- to explore the ways physical evidence is collected and analyzed
- to understand the variety of evidence that can be gathered at a crime scene: toxicology, document, soil, insect, paint
- to understand the story that bones, bodies and teeth tell in terms of cause of death
- to learn about how forensic scientists gather information from digital devices
- to gather an inventory of possible career choices in the field of forensic science

Aboriginal Worldviews and Perspectives:

- Learning involves recognizing the consequences of one's actions.
 - the forensic scientist can determine the events of a crime with the right physical evidence
 - forensic scientists can create a history or timeline from the stories found in a cadaver - toxicology, bones, body and teeth
- Learning is embedded in memory, history and story.
 - crime scenes ultimately have the evidence within them to reconstruct the story of the crime
 - even a dead human being has a story to tell
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

- correct crime scene management has the ability to convict the correct perpetrator
- forensic scientists are integral in gathering evidence to convict the true perpetrator
- too many marginalized people have been convicted of crimes they did not commit

BIG IDEAS

By examining physical evidence, the forensic scientist is able to reconstruct a crime scene.

The use of soil, paint, insect and other trace findings can help the forensic scientist to create a timeline of the crime.

The cadaver tells a story. Toxicology, bones, teeth and body all can point to a tight hypothesis of what happened to a person.

Forensics scientists can be trained in finding evidence on digital devices.

The study of forensic science is integral to the criminal justice system but there are many other career avenues, as well.

Learning Standards

Curricular Competencies

Content

Students are expected to do the following:

Unit 1: Drug Evidence

The illegal drug trade is a major concern within North America for law enforcement and the criminal justice system. Forensic scientists play an important role in investigating and solving drug cases. Not only do they determine whether illegal drugs are present at a crime scene, but they also identify drugs and determine how they were used. In this unit, we will examine types of illegal drugs that forensic scientists often deal with and learn about some of the laboratory tests that are used to identify drugs.

- learn about some of the different types of drugs and their effects
- examine some of the common ways that samples can be taken from humans
- consider some of the issues in collecting and preserving drug evidence
- investigate screening tests and their uses in criminal investigations
- discuss confirmatory tests and their uses in criminal investigations

Unit 2: Forensic Toxicology

Arsenic, cyanide, and strychnine have all been used to harm individuals throughout the course of history. Although poisoning may not be the most common way of trying to kill someone, it does happen, and forensic scientists play an important role in determining what has occurred. In this unit, we will explore some of the poisonous substances that exist and how forensic scientists test for and identify poisons.

- learn what poisonous substances have been used in history
- understand how poisons are absorbed and transmitted through the body
- discuss techniques used by forensic scientists to identify poisons and other toxins
- examine the collection and preservation of blood evidence
- consider the role of toxicologists in criminal investigations

Unit 3: Forgeries and Document Examination

During crime investigations, forensic scientists may be called upon to determine whether a paper, signature, or other document is authentic or whether it is fake. In this unit, we will examine the area of document examination. Document examination may include comparing the handwriting of several samples, linking documents to the particular machines that created them, and identifying counterfeit papers and money. We will discuss some of the aspects that document examiners look for in comparing documents and some of the techniques they use to find alterations in documents.

- learn about questioned documents and exemplars

Students are expected to know the following:

Unit 1: Drug Evidence

- types of drugs and their effects on humans
- how to take samples from humans - hair, blood etc.
- how to collect and preserve drug evidence
- testing procedures to determine type, quantity and time taken
- illegal drugs versus legal drugs and their uses

Unit 2: Forensic Toxicology

- different poisons used throughout history
- how common poisons are absorbed in the body and the effects on the human body/mind
- testing for poisonous substances
- how to collect and preserve blood evidence
- uses of toxicology screens in court

Unit 3: Forgeries and Document Examination

- steps in examining a document
- authentic versus inauthentic documents
- handwriting analysis skills
- document reproduction through computers and various applications
- examining counterfeit papers and money - steps in determining authenticity

Unit 4: Paint, Soil and Other Trace Evidence

- identify protons, neutrons and electrons
- relationship between matter, elements and compounds
- identify various trace elements and the information that can be derived from each
- how to test and compare trace elements
- how to operate a common microscope and understand the uses of different microscopes in the forensic world

Unit 5: Forensic Entomology

- definition of forensic entomology
- the history of forensic entomology

<ul style="list-style-type: none"> • examine some aspects of those documents that examiners use to compare handwriting • investigate some of the aspects that document examiners use to compare typescript • discuss some of the ways that document alterations can be found • learn more about how document examiners find forgeries and counterfeit materials <p>Unit 4: Paint, Soil and Other Trace Evidence</p> <p>Trace evidence left at a crime scene can yield important clues about the victim, perpetrator, and the crime. In this unit, we will examine some of the trace forms of evidence that forensic scientists may use to solve crimes. These may include paint chips, pieces of metal, soil, and so on. We will examine some of the techniques that forensic scientists use to identify and compare these pieces of evidence.</p> <ul style="list-style-type: none"> • learn how protons, neutrons, electrons and other aspects are used by forensic scientists to study trace evidence • learn about the nature of matter and its relationship to elements and compounds • consider the usefulness of various forms of trace evidence in investigating crimes • learn about different types of microscopes and how they work • examine some of the tests used to identify and compare trace evidence <p>Unit 5: Forensic Entomology</p> <p>In some criminal investigations, forensic scientists examine insects and other arthropods. In this unit, we will explore the area of forensic entomology and its use in criminal investigations. We will learn about the history of forensic entomology and the types of insects commonly encountered in crime investigations. We will also examine some of the tests and techniques used to study the insects.</p> <ul style="list-style-type: none"> • define forensic entomology and its uses • learn about the history of forensic entomology • examine what insects and arthropods are common pieces of evidence in criminal investigations • investigate some of the tests used in forensic entomology • learn about studies into insect activity as they relate to forensic science <p>Unit 6: Forensic Anthropology</p>	<ul style="list-style-type: none"> • which insects and arthropods are common pieces of evidence in criminal investigations • tests used in forensic entomology • recent research studies into insect activity as they relate to forensic science <p>Unit 6: Forensic Anthropology</p> <ul style="list-style-type: none"> • definitions and descriptions of forensic anthropology and forensic odontology • the history of forensic anthropology and odontology • the characteristics of bones and teeth that provide forensic scientists with information about the person • the tests used in the area of forensic anthropology • the use of forensic anthropology in the criminal justice system <p>Unit 7: DNA Evidence</p> <ul style="list-style-type: none"> • identify the different parts of computers • the areas of a computer where information can be retrieved • how internet activity can be traced • how emails and other aspects can be traced and examined • how computer evidence can be collected and preserved • the use of computer evidence at criminal trials <p>Unit 8: Overview of Punishment and Corrections</p> <ul style="list-style-type: none"> • how computers are being used in forensic science • recent advances in forensic techniques and testing • the current limitations of forensic science investigations • the possible future changes in forensic science • recent research in the field of forensic science • career options in forensic science
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Bodies, bones, and teeth can provide investigators with important information about how someone died. In this unit, we will explore the areas of forensic anthropology and facial reconstruction. We will consider some of the clues that forensic scientists look for when examining bodies and skeletons.

- learn about the areas of forensic anthropology and forensic odontology
- discuss the history of forensic anthropology and odontology
- consider some of the characteristics of bones and teeth that provide forensic scientists with information about the person
- examine some of the tests used in the area of forensic anthropology
- investigate the use of forensic anthropology in the criminal justice system

Unit 7: Digital Evidence

Digital devices play an important role not only in our daily lives, but also in criminal investigation. In this unit, we will learn about the evidence that can be gained from computers and other devices. We will consider how information can be retrieved from devices, and how digital evidence should be preserved.

- understand the different parts of computers
- discuss the areas of a computer where information can be retrieved
- examine how internet activity can be traced
- investigate how emails and other aspects can be traced and examined
- consider how computer evidence can be collected and preserved

Unit 8: The Future of Forensic Science

As technology has changed and advanced, so has forensic science. In this unit, we will consider a few of the new techniques that are being used in forensic investigations. We will learn more about databases that forensic scientists use in their work. We will also examine challenges in forensic science and what the future of forensic science may hold.

- consider how computers are being used in forensic science
- discuss some of the recent advances in forensic techniques and testing
- learn about how advances in other disciplines impact forensic science
- examine some of the current limitations of forensic science investigations
- investigate some of the possible future changes in forensic science

Recommended Instructional Components:

Critical Thinking Questions

- analyze and make judgements about the evidence required to prove crimes against property and crimes against person
- analyze and make judgements based on research about the use of forensic science in the criminal justice system
- observe, analyze, investigate questions and problems in the forensic science field
- explore how the collection of evidence at the crime scene can be helpful in proving criminal justice cases in court
- explore how digital devices hold evidence that can be found by specialized forensic scientists

Labs

- working directly with materials and applications

Observation

- observing a forensic scientist at work - using video
- observing forensic scientists presenting evidence in a courtroom during a trial and what function they serve

Direct Teaching via Online Application

- listening carefully to take comprehensive notes
- making connections between lecture and text learning with practical creation

Video and Website - explore, research, view and analyze

- examples of forensic science processes in action, as seen on video
- real life scenarios

Use of Graphic Organizers

- for comparison purposes
- for organizing information

Recommended Assessment Components:

Use of criteria and goal setting

Self assessment using criteria and rubrics

Embedded feedback in each unit

Unit, mid term and final tests with application discussion questions

Learning Resources:

- e-Dynamic Online Course Work
- Canadian Society of Forensic Science: <https://www.csfs.ca/>

- Canadian Identification Society: <https://www.cis-sci.ca/>
- BC Institute of Technology:

https://www.bcit.ca/computing-academic-studies/forensics/?qclid=Cj0KCQjw1bqZBhDXARIsANTjCPK6bpmJ-Gl.dLNCz4ZeMwgQQ-JxYi8kBUeo_nbA02Z5Bw0AH7XDSAsaAIWuEALw_wcB&qclsrc=aw.ds





B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Stephen Petrucci verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Forestry & Natural Resources

Grade: 12



TRAX Code: YRNR-2B
(e.g. YVPA)

School District Name and Number: School District No. 60 (Peace River North)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Stephen Petrucci

Signature:

Stephen Petrucci

Date:

Oct. 17, 2022

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Helen Gilbert, Board Chair

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:



Board/Authority Authorized Course Forestry and Natural Resources 12 (MYED YRNR-2B)

School District/Independent School Authority Name: SD60 Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD60
Developed by: Sean Thomas	Date Developed: September 15, 2022
School Name: The Key Learning Centre	Principal's Name: Sean Thomas
Superintendent Approval Date (for School Districts only): <i>Oct. 17, 2022</i>	Superintendent Signature (for School Districts only): <i>Stephen Peterson</i>
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Forestry and Natural Resources	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

- Online, self-directed course.
- Requires access to:
 - Computer
 - Current web browser and plug-ins
 - Robust Internet
 - Wifi Connection

Course Synopsis:

Forests and other natural resources play an important role in our world, from providing lumber and paper products to providing habitat for birds and animals. In the Introduction to Forestry and Natural Resources course, you'll learn more about forest ecology, management, and conservation. You'll explore topics such as environmental policy, land use, water resources, and wildlife management. Finally, you'll learn more about forestry related careers and important issues facing forestry professionals today.

Rationale and Goals:

Forestry is an economic giant in British Columbia. At the same time, there is increased awareness of the ethical and environmental issues related to logging and forest management, most specifically in logging old growth forests. Our province has had many altercations between the forestry industry, environmentalists and the government. Education serves to broaden perspectives and promote understanding of all viewpoints by learning more about the issues.

In the past several years, wildfire has consumed many forests in our province. Fire management of our forests has been considered by Indigenous groups and by the industry. Contention between groups about whose responsibility it is to manage the forests in a particular area is ongoing.

The pine beetle infestation had a devastating effect on the coniferous tree population in our province. This greatly affected the province's economic benefit from this natural resource but also allowed for some creative use of the pine infested trees. By studying how the pine beetle infestation may have occurred, according to scientists (warm, dry summers and mild winters), students may understand that climate change affects our earth in a myriad of ways.

The goals of this course are:

- to develop a toolbox of strategies for forest analysis:
 - how to measure timber
 - how to conduct a water flow analysis
 - how to determine insect and disease affects
- to investigate the careers available in the industry both with and without a Bachelor of Science in Forestry
- to broaden perspectives about the industry
- to explore the environmental and ethical considerations in forest management and logging
- to acknowledge and understand that forests are essential to the health of our planet

Aboriginal Worldviews and Perspectives:

- Learning involves recognizing the consequences of one's actions.
 - students will understand the importance of forests to the health of our earth
 - students will investigate the ethical and environmental considerations of forest management and the industry
- Learning is embedded in memory, history and story.
 - the forest industry has a long, well-documented history in our province
 - old growth forests have meaning to our Indigenous population and to many within our province
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
 - as students learn about forests and forest management they will further understand the needs for the future
 - acknowledging and learning about the contention within the province between government, environmental groups and the industry will help to broaden perspective

BIG IDEAS

Our forests are essential to the well being of our planet.

Forestry is a field of study involving comprehensive analysis of forests, timber and water flow.

The forestry industry is of economic significance to our country and to our province.

Forest management involves ethical, environmental considerations and is susceptible to contention between the industry, environmentalists and government.

There are many careers that may be pursued with a Bachelor of Science in Forestry.

Learning Standards

Curricular Competencies

Content

Students are expected to do the following:

Unit 1: What is Forestry?

Thriving forests are an essential part of the health of the planet, which is why there is an entire profession devoted to their health and preservation, forestry. Forests have an important role in the health of the planet. They provide a lot of important resources, ranging from lumber to clean air. Those focusing on forestry can expect to study a lot of biology, with particular attention to the structure of trees. Of course, identifying trees is also an important skill to develop. Trees cannot thrive without the right soil, so those interested in this career will be spending a lot of time examining dirt. Fortunately, both trees and soil have identifying characteristics that you will explore in this unit.

- describe the historical and economic significance of forestry
- illustrate tree anatomy and growth
- discuss photosynthesis and respiration
- analyze and interpret soil survey data

Unit 2: All About Ecosystems

Having a thriving forest is not just about the trees. Every living organism in the area shapes the health of the forest because forests are ecosystems. This means that a change in one species likely impacts another. Wildlife management is also part of effectively managing forests. Forestry also includes silviculture, the maintenance of the forests and all they contain. Often forests serve several purposes at once, so multiuse forests are quite common. Thus those interested in a forestry career need to consider all aspects of how forests are used, by both humans and animals. Without this kind of consideration, ecosystems cannot thrive.

- describe silviculture
- define watershed management
- compare forests and woodlands
- identify wildlife population management practices
- apply multi-use principles to forests and other lands

Students are expected to know the following:

Unit 1: What is Forestry?

- historical timeline of forestry in BC
- economic statistics for the industry in BC
- tree anatomy and how trees grow
- how photosynthesis works - be able to label a comprehensive diagram
- soil surveys and the information they provide
- how to read soil survey data

Unit 2: All About Ecosystems

- elements of silviculture and its importance
- definition of watershed and watershed management principles
- the difference between a forest and a woodland
- how to calculate wildlife population data
- how to analyze wildlife population management data
- the various wildlife management practices used in Canada (legal and ethical practices, controversies) eg. wolf cull
- multi-use practices for land in BC - legal implications and societal implications

Unit 3: Measuring and Monitoring the Forest

- how to measure tree density and growth
- how to gather and record data
- definition of forest density and its meaning for the industry
- how to measure the water flow within a forest
- when is a forest healthy?

Unit 4: Forest Management Basics

- different strategies for forest management
- how fire helps to manage forest growth
- how controlled burning is conducted
- destruction of a forest due to insects such as pine beetle

<p>Unit 3: Measuring and Monitoring the Forest</p> <p>You know that the density of trees determines the difference between a forest and a woodland, but how do you know when the land has the right number of trees? That's where measuring and monitoring come in. To keep forests healthy, a variety of data must be collected. This includes everything from the number, size, and variety of trees to how the water flows within the forest. There are methods for monitoring and measuring these natural resources, and this kind of attention is particularly important in cases where industries depend on the health of forests, as in the timber industry.</p> <ul style="list-style-type: none"> • measure trees and forest volume • estimate timber growth and yield • evaluate by cruising timber stands • calculate quality and volume by scaling logs • monitor water resources <p>Unit 4: Forest Management Basics</p> <p>Some threats that forests face come from nature. Because they are natural, these threats play a role in the development of forests. Fires can bring unparalleled destruction or provide the foundation for a new generation of growth. Other elements, such as pests and diseases, also are a threat to thriving ecosystems. In this unit, you'll learn more about these threats as well as how forestry professionals fight these threats. Proper management can help minimize the damage, but those in forestry will need to monitor these threats as well.</p> <ul style="list-style-type: none"> • discuss the role of fire in forest management • prescribe controlled burning for forest management • demonstrate the control of destructive agents, such as insects and disease • apply the principles of nursery management <p>Unit 5: Working with Wood</p> <p>The timber industry is an important part of the American economy, and it takes a variety of experts to keep it thriving. When economic times are hard, many industries that the</p>	<ul style="list-style-type: none"> • diseases in the forest • management of the forest nursery • tree planting initiatives in your province <p>Unit 5: Working with Wood</p> <ul style="list-style-type: none"> • forest economics - factors which affect this industry • current research in the forest industry • role of technology in the field • timber manufacturing and processes <p>Unit 6: Getting the Lay of the Land</p> <ul style="list-style-type: none"> • map reading skills • how to use a Geographic Information System GIS system <p>Unit 7: Ethics, Ecology and Safety</p> <ul style="list-style-type: none"> • ethical guidelines in the industry • environmental concerns and guidelines in the industry • local, provincial and federal rules, regulations and guidelines • local, provincial and federal assistance programs <p>Unit 8: Professional Skills in Forestry</p> <ul style="list-style-type: none"> • basic financial skills • careers in the forestry industry • entrepreneurship opportunities in the forest industry • occupational safety protocols in the industry for each career path
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timber industry depends on, like construction and furniture, suffer. International trade also impacts the industry. Those working in the timber field need to understand not only how forests thrive, but also how the wood they produce will be used after it is harvested. Getting timber to the markets has gotten much more complex as technological innovations in everything from measuring devices to cutting equipment have become more precise. The advancements have also improved the production side of the industry, making timber processing and product development easier than ever before.

- explain principles of forestry economics
- identify research and development issues in forestry and wood technology
- define technological advances in the timber industry
- compare timber manufacturing processes and products

Unit 6: Getting the Lay of the Land

Maps are one of the most useful tools for those in forestry. Given all of the measuring and monitoring involved in the forest industry, keeping track of the land measured is essential, as is finding the exact section of the forest that was measured previously. Improvements in technology and digital mapping have made tracking changes in the land and forest easier than ever before. In addition, it has never been easier to update information. At the same time, those in forestry still need to know how to perform basic navigation and surveying functions without depending on electronic devices.

- describe different types of maps
- interpret map scale and actual distance
- use a geographic information system (GIS) to interface geospatial data
- identify direction from a map

Unit 7: Ethics, Ecology and Safety

Maintaining thriving forests comes with a lot of responsibility. Those in forestry have quite a few standards to keep in mind as they perform their jobs. Professional ethics help determine the appropriate course of action, and government agencies create rules and regulations for forestry to ensure that forests are treated well. In addition, the public, particularly environmentalist groups, hold foresters accountable for the state of the forest. At the same time, forestry professionals work with business owners and those whose property borders forests—these stakeholders also have their own interests.

Fortunately, guidelines are in place that allow forestry professionals to negotiate these relationships and preserve the forest.

- identify and evaluate ethical guidelines
- apply environmental principles to the agriculture industry
- locate applicable local, provincial and federal rules and regulations and assistance programs
- recognize applicable local, provincial and federal rules and regulations and assistance programs

Unit 8: Professional Skills in Forestry

Forestry offers diverse professional opportunities, and for those concerned about the environment, it is a great choice. This unit will explore some of the career options in forestry and the background required to start them. Resources, such as professional organizations, can help aspiring foresters get their start. Like most industries, forestry needs employees who understand and demonstrate appropriate conduct in the workplace. This means everything from working effectively in groups to sticking to a budget. Safety is also especially important in forestry—a good employee always follows safety procedures. Understanding the expectations is the first step in starting your forestry career.

- apply basic financial management skills
- demonstrate knowledge of personal and occupational safety practices in the workplace
- identify career development and entrepreneurship opportunities in forestry and woodland ecosystems
- identify employers' expectations, including appropriate work habits,

Recommended Instructional Components:

Critical Thinking Questions

- analyze and make judgements about the health of a forest
- observe logging practices through video
- analyze the current environmental issues in the industry - ie. controlled burns, logging of old growth forests
- investigate questions and problems in the industry
- explore possibilities to overcome conflicts between the industry, environmentalists and governing bodies
- be open minded to different perspectives as participants may have a range of experience in this natural resource industry
- be aware of bias and judgment one may have gathered from news and social media

Labs

- working directly with tools and applications to be able to analyze a timber stand

Observation

- of various people at work in the forestry industry through video
- of how a wildfire affects the forest
- of how a controlled burn works
- of how to conduct a timber analysis
- of how to conduct a water flow analysis

Direct Teaching via Online Application

- listening carefully to take comprehensive notes
- making connections between lecture and text learning with practice

Video and Website - explore, research, view and analyze

- real life scenarios of various forestry professionals at work, such as:
 - Logging Truck Driver
 - Area Supervisor, Harvesting
 - Development Forester
 - Total Resource Planning Forester

- Division Engineer
- Woodlands Manager
- Timber Salvage Officer
- Road Engineer Specialist
- Forest Operations Supervisor
- Logging Engineer
- Timberlands Manager
- Harvesting Superintendent
- Forest Engineer
- Sustainability Developer
- Stewardship Officer
- Chief Forester

Use of Graphic Organizers

- for organizing information affecting timber health

Recommended Assessment Components:

Use of criteria and goal setting

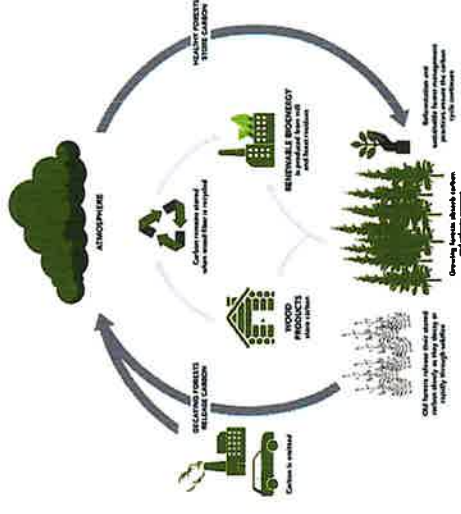
Self assessment using criteria and rubrics

Embedded feedback in each unit

Unit, mid term and final tests with application discussion questions

Learning Resources:

- e-Dynamic Online Course Work
- UBC Bachelor of Science in Forestry: <https://forestry.ubc.ca/programs/undergraduate/forestry/careers/>
- Government of BC Forestry: <https://www2.gov.bc.ca/gov/content/industry/forestry>



- Youtube: Why BC's Forest Industry is Facing a Downturn <https://www.youtube.com/watch?v=BZ93Fa6cmHo>
- BC Council of Forest Industries: https://cofi.org/forest-products-for-the-world/?utm_source=COFI_Search&utm_medium=Paid_Search&utm_campaign=Better_Choices
- Mountain Pine Beetle Infestation Fact Sheet <https://www.nrcan.gc.ca/forests/fire-insects-disturbances/top-insects/13397>



B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Stephen Petrucci verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Gothic Literature

Grade: 12



TRAX Code: YLE--2C
(e.g. YVPA)

School District Name and Number: School District No. 60 (Peace River North)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Stephen Petrucci

Signature:

Date:

Oct. 17, 2022

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Helen Gilbert, Board Chair

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))


Name of Inspector of Independent Schools or Designate:

Signature:

Date:



Board/Authority Authorized Course Gothic Literature 12 (MYED YLE--2C)

School District/Independent School Authority Name: SD60 Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD60
Developed by: Sean Thomas	Date Developed: September 27, 2022
School Name: The Key Learning Centre	Principal's Name: Sean Thomas
Superintendent Approval Date (for School Districts only): Oct. 17, 2022	Superintendent Signature (for School Districts only): 
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Gothic Literature	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

- Online, self-directed course.
- Requires access to:
 - Computer
 - Current web browser and plug-ins
 - Robust Internet
 - Wifi Connection

Course Synopsis:

From vampires to ghosts, these frightening stories have influenced fiction writers since the 18th century. This course will focus on the major themes found in Gothic literature and demonstrate how the core writing drivers produce, for the reader, a thrilling psychological environment. Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.

Rationale and Goals:

Studying different literary genres helps readers to increase their understanding of theme, characterization and literary devices found in text. There are several important and famous literary works found in the genre of Gothica and exposure to these texts will expand the knowledge of students of the historical time periods in which they were written, for example the Victorian time period. Through literature, students can gain understanding of how societal norms have changed over time.

The goals of this course are:

- to develop a deeper understanding of the genre of gothic literature
- to develop an appreciation of the themes, characters and literary devices presented in the Gothic text
- to increase comprehension skills when reading a new genre
- to become more flexible in one's thinking
- to broaden perspectives to develop a more open mind to differences, as many characters found in the Gothic text have some noticeable difference, not accepted by others at the time
- to read, recite, experience at least one Gothic text, in depth
- to increase critical thinking skills

Aboriginal Worldviews and Perspectives:

- Learning requires exploration of one's identity
 - our history and culture determines much about our identity
 - during the time periods when many well known Gothica novels were written, society had much different expectations for the medical profession as well as the opportunities available for people who were deemed 'different'
- Learning involves recognizing the consequences of one's actions.
 - several texts involve the medical experiments done in the past
- Learning is embedded in memory, history and story.
 - gothic literature is dependent on the societal and cultural norms of the historical time period in which it was written
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

- o learning about other cultures and historical time periods benefits the self and community
- o when citizens are open minded and have a greater understanding of others, the community is stronger

BIG IDEAS

Texts are socially, historically, culturally and geographically constructed.

Questioning ideas and thoughts presented in text helps to develop critical thinking skills.

Exploring different genres of literature deepens our understanding of the historical time periods in which they were written.

Studying different genres of literature aids the reading-writing connection.

The more knowledge we have of different literature genres expands our perspective of cultural differences.

Learning Standards

Curricular Competencies

Content

Students are expected to do the following:

Unit 1: Gothica: When Gruesome is Delicious

- Discuss the definition and specific traits of Gothic literature.
- Discuss the social and historical factors that influenced the birth of this genre.
- Examine specific themes typically found in Gothic works.
- Identify key vocabulary terms related to Gothic literature.
- Discuss important works from this genre, which exemplify its themes and other traits.

Unit 2: Frankenstein: A Monster is Born

- Discuss Mary Shelley and the society in which she lived.
- Identify key vocabulary terms and characters from *Frankenstein*.
- Read and understand the Preface, letters, and chapters 1-12 of *Frankenstein*.
- Connect the novel with your own personal experiences and/or reactions to its themes.
- Determine which features of this novel make it fit the Gothic genre.

Unit 3: Frankenstein: With Great Power Comes Great Responsibility

- Discuss scientific and medical issues related to the theme of “playing god.”
- Compare the poem “Prometheus” by Johann Wolfgang von Goethe to *Frankenstein*.
- Identify key vocabulary terms from *Frankenstein* and the related readings.
- Read and understand chapters 13-25 of *Frankenstein*.
- Connect the novel with our own personal experiences and/or reactions to its themes.

Unit 4: Jekyll and Hyde: To Thine Ownself Be True

- Discuss Robert Louis Stevenson and his career as an author.

Students are expected to know the following:

Unit 1: Gothica: When Gruesome is Delicious

- definition and specific traits of Gothic literature
- social and historical factors that influenced the birth of this genre
- specific themes typically found in Gothic works
- key vocabulary terms related to Gothic literature
- important works from this genre, which exemplify its themes and other traits

Unit 2: Frankenstein: A Monster is Born

- the life of author, Mary Shelley and the society in which she lived
- key vocabulary terms and characters from *Frankenstein*
- the ideas, themes and literary elements found in the Preface, letters, and chapters 1-12 of *Frankenstein*
- definition of theme
- features of the Gothic genre

Unit 3: Frankenstein: With Great Power Comes Great Responsibility

- scientific and medical issues related to the theme of “playing god”
- ethical considerations and laws governing “assisted suicide” in Canada
- themes, subjects and literary elements found in the poem “Prometheus” by Johann Wolfgang von Goethe
- key vocabulary terms from *Frankenstein* and the related readings

<ul style="list-style-type: none"> Identify key vocabulary terms and characters from <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>. Read and understand the ten chapters of the novel. List and describe the Gothic traits learned in Unit 1 that are found in this novel. Apply themes from <i>Dr. Jekyll and Mr. Hyde</i> to modern society or current events. <p>Unit 5: Gothic Poetry: Love From Beyond the Grave</p> <ul style="list-style-type: none"> Identify key poetry vocabulary terms and locate examples of them in these poems. Read and analyze the 1773 ballad “Lenore” by German poet Gottfried August Bürger. Read and analyze the 1836 poem “Porphyria’s Lover” by Robert Browning. Read and analyze the 1906 poem “The Highwayman” by Alfred Noyes. Look for modern examples of other literary works such as songs, poems, stories, or films that are related to the poems in this unit. 	<ul style="list-style-type: none"> comprehension strategies to be able to understand chapters 13-25 of <i>Frankenstein</i>. strategies for readers to connect to text <p>Unit 4: Jekyll and Hyde: To Thine Ownself Be True</p> <ul style="list-style-type: none"> facts about author Robert Louis Stevenson and his career as an author. key vocabulary terms and characters from <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>. strategies in reading for comprehension traits of Gothic writing writing thematic comparisons <p>Unit 5: Gothic Poetry: Love From Beyond the Grave</p> <ul style="list-style-type: none"> key poetry vocabulary terms and be able to locate examples of them in various poems poetry analysis skills and strategies strategies to connect literature to real life examples and other literary works such as songs, poems, stories, or films
<p>Unit 6: Dracula: The Blood is Life</p> <ul style="list-style-type: none"> Discuss Bram Stoker. Identify key vocabulary terms and characters from <i>Dracula</i>. Discuss scientific and social issues of Victorian times that are present in this novel. Discover the geographical differences between nineteenth century Europe and modern day Europe. Read and understand chapters 1-13 of <i>Dracula</i>. <p>Unit 7: Dracula: The Hunter Becomes the Hunted</p> <ul style="list-style-type: none"> Identify key vocabulary terms from <i>Dracula</i> and the related readings. Discuss physiognomy and phrenology and their influence in Bram Stoker’s work. 	<p>Unit 6: Dracula: The Blood is Life</p> <ul style="list-style-type: none"> factual information about life and times of author Bram Stoker key vocabulary terms and characters from <i>Dracula</i> scientific and social issues of Victorian times geographical differences between nineteenth century Europe and modern day Europe. strategies to use to increase reading comprehension

<ul style="list-style-type: none"> • Read the poem “Totentanz” by Johann Wolfgang von Goethe and consider vampiric themes. • Read and understand chapters 14-27 of <i>Dracula</i>. • Connect knowledge of Victorian sciences with knowledge of <i>Dracula</i> in a modern day practical situation. <p>Unit 8: Edgar Allan Poe: The Monsters in Us</p> <ul style="list-style-type: none"> • Discuss the life of Edgar Allan Poe. • Identify key vocabulary terms from the stories studied in this unit. • Read and understand the short story “The Black Cat.” • Read and understand the short story “Berenice.” • Connect your knowledge of unit vocabulary creatively with Poe’s life and works. 	<p>Unit 7: Dracula: The Hunter Becomes the Hunted</p> <ul style="list-style-type: none"> • key vocabulary terms from <i>Dracula</i> and the related readings • definition of physiognomy and phrenology • vampiric themes found in literature • comprehension reading strategies • Victorian sciences <p>Unit 8: Edgar Allan Poe: The Monsters in Us</p> <ul style="list-style-type: none"> • facts about the life of Edgar Allan Poe • reading comprehension skills • reading analysis skills • use of graphic organizers for comparison work
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Recommended Instructional Components:

Critical Thinking Questions

- analyze the various factors of society in Victorian times and how these factors presented themselves in the literature of the times
- compare medicine in Victorian times versus modern day
- compare the roles held by women in Victorian times versus modern day

Labs

- working directly with tools and applications
- practice reading comprehension skills
- practice reading analysis skills

Direct Teaching via Online Application

- listening carefully to take comprehensive notes
- making connections between different themes presented in various works

Video and Website - explore, research, view and analyze

- examples of the practices, rituals and daily experience of men and women in Victorian times

Use of Graphic Organizers

- for organizing information
- for comparing works of literature

Recommended Assessment Components:

Use of criteria and goal setting

Self assessment using criteria and rubrics

Embedded feedback in each unit

Unit, mid term and final tests with application discussion questions

Learning Resources:

- e-Dynamic Online Course Work
- Elements of the Gothic Novel:

<https://www.sgasd.org/cms/lib/PA01001732/Centricity/Domain/553/Frankenstein%20Gothic%20and%20Romantic%20Notes.pdf>

- Gothic Literature Study Guide: <https://americanliterature.com/gothic-literature-study-guide>



B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Stephen Petrucci verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Peer Counselling Basics

Grade: 12



TRAX Code: YIPS-2C
(e.g. YVPA)

School District Name and Number: School District No. 60 (Peace River North)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Stephen Petrucci

Signature:

Date:

Oct. 17, 2022

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Helen Gilbert, Board Chair

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))


Name of Inspector of Independent Schools or Designate:

Signature:

Date:



Board/Authority Authorized Course Peer Counselling Basics 12 (MYED YIPS-2C)

School District/Independent School Authority Name: SD60 Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD60
Developed by: Sean Thomas	Date Developed: September 12, 2022
School Name: The Key Learning Centre	Principal's Name: Sean Thomas
Superintendent Approval Date (for School Districts only): Oct. 17, 2022	Superintendent Signature (for School Districts only): 
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Peer Counselling Basics	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

- Online, self-directed course.
- Requires access to:
 - Computer
 - Current web browser and plug-ins
 - Robust Internet
 - Wifi Connection

Course Synopsis:

Are you a great listener and love to help people achieve their goals? The role of a peer counselor is a rewarding one. Learn the skills of observation, listening, and empathetic communication that counselors need, while also discovering basic training in conflict resolution and group leadership. You'll learn how to be a great peer counselor, but also how to communicate effectively in personal and work relationships.

Rationale and Goals:

School District 60 has had a well established peer support program in middle schools for many years and several initiatives at our high schools. Training for student leaders is essential before they are able to effectively lead such groups. Any initiative that helps students to feel engaged in their schools and connected to their school community encourages healthy behaviours and relationships. When students are happy, they are more open to learning and are more able to manage struggles and challenges. Peer counselling groups have the ability to connect students to create a more positive school environment.

The skills, tools and strategies learned for peer counselling are helpful in our everyday lives. Collaborative conversations, leadership skills, conflict resolution skills and acknowledgment of bias and judgment help us all to be more empathetic and engaged citizens, regardless of age.

The goals of this course are:

- to develop a toolbox of strategies for peer counselling:
 - leadership skills
 - collaborative conversation starters and stems
 - acknowledgement of personal bias and judgment
 - tools for active participation of groups
 - tools for developing a team
 - conflict resolution strategies
- to practice and utilize these tools in the counselling session (even if only in a video taped practice session)
- to practice these tools, when appropriate, with family and friends
- to acknowledge and understand that every human being has experienced a different life journey but all have gifts and talents
- to understand that tools and strategies can be learned to change unhelpful behaviours
- to believe that peers have a strong influence on the behaviours of those around them - be a positive influence!

Aboriginal Worldviews and Perspectives:

- Learning involves recognizing the consequences of one's actions.
 - students will engage in learning how their earlier experiences and behaviours have shaped their current situation

- Learning is embedded in memory, history and story.
 - the peer counselling session is somewhat a series of storytelling conversations where students share their thoughts, feelings and histories in order to promote a different and happy future
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
 - as students participate together in peer counselling groups, both the participants and the leader will grow as human beings
 - the peer counselling group has the ability to create a safe, welcoming and connected place for students
 - acknowledging needs and learning how to adapt behaviours to meet needs in an appropriate way

BIG IDEAS

Our early experiences influence our future perspective, behaviour, and interactions.

Collaborative conversation tools have the ability to positively engage participants in conversations that move people forward in their thinking, thereby encouraging change.

The use of peer counselling has proven successful in helping students feel connected to their school community.

People have the ability to change their thinking and their behaviour to create a bright future.

There are many career options in the counselling field.

Learning Standards

Curricular Competencies

Content

<p><i>Students are expected to do the following:</i></p> <p>Unit 1: Peer Counselling Basics</p> <p>Peer counselors are compassionate guides. They apply knowledge, use specific tools, and follow certain rules to help people get past obstacles and reach their goals. One of the tools counselors use is treating others with deep respect. The rules counselors follow include setting therapeutic boundaries and keeping confidentiality with those they help. A counselor's knowledge base must include the five universal human needs of physical well-being: security, belonging, appreciation, and personal development</p> <ul style="list-style-type: none"> • provide information or resources to clients • generate and make referrals to other types of services • assist with problem solving • help people explore their options • provide constructive feedback to clients <p>Unit 2: Communicating Needs and Feelings</p> <p>Peer counselors understand that emotions are a universal language. Emotions provide us with useful information, and they help us make decisions and connect with others. The emotions people feel reflect how well their basic needs are— or are not—being met. When counselors are familiar with the seven basic emotions and how they relate to our universal human needs, it helps them assess what a person needs to do to feel better. Because expressing emotions effectively helps individuals fulfill their own needs, it is a skill that counselors must role model and teach.</p> <ul style="list-style-type: none"> • Describe the benefits of having emotions • Explain what emotional intelligence is and why it is important • Describe seven basic emotions, what triggers them, and how to recognize them • Recognize signs that reveal which basic needs are not being met • Describe what it means to take responsibility for your own emotions and feelings • Demonstrate how to communicate feelings and needs effectively 	<p><i>Students are expected to know the following:</i></p> <p>Unit 1: Peer Counselling Basics</p> <ul style="list-style-type: none"> • types of information helpful to clients with specific needs • types of resources helpful to clients with specific needs • problem solving skills, techniques and probing questions without judgement • organizational graphics - to illustrate options in a non biased manner • feedback sentence stems that promote collaborative conversation <p>Unit 2: Communicating Needs and Feelings</p> <ul style="list-style-type: none"> • seven basic emotions - their presentation and triggers • definition and examples of emotional intelligence • basic needs - Maslow's Hierarchy of Human Needs • communication skills <p>Unit 3: Needs, Feelings and Human Behaviour</p> <ul style="list-style-type: none"> • range of caregivers a child may have in Canada • stages of emotional development from birth to adult • research on important early influences on human development • the debate between nature and nurture • personality and behaviour - how they are connected • defensive behaviours - what these are and how humans use them <p>Unit 4: Listening, Questioning, Paraphrasing and Reflecting</p> <ul style="list-style-type: none"> • emotional and social development from infant to adult • important environmental influences on human development • defensive behaviours - what they are and why humans use them <p>Unit 5: Feedback, Body Language, Summarizing and Assessing</p> <ul style="list-style-type: none"> • use of feedback - simple prompt phrases • body language and its meaning
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Unit 3: Needs, Feelings and Human Behaviour

Peer counselors are aware of what people have in common and what causes them to behave differently. They know human behavior is shaped by how well our basic needs are met, the temperament we are born with, the habits of early caregivers, our environment, and our understanding of emotions. Some of the behaviors people develop and habitually use are protective behaviors, designed to keep them emotionally and physically safe. Counselors recognize these protective behaviors and call them defense mechanisms. Some are very ineffective and prevent people from getting what they want or need.

- Discuss the many ways our earliest caregivers influence our mental and emotional development
- Discuss the role of temperament and early environmental influences on our mental and emotional development
- Explain the connection between our earliest influences and the development of our individual habits of thought and behaviour
- Explain how the behaviour habits acquired in childhood affect our adolescent and adult choices
- Explain why humans have developed and use defensive behaviours
- Begin recognizing defensive behaviours in yourself and others

Unit 4: Listening, Questioning, Paraphrasing and Reflecting

Peer counselors use a unique set of tools to help others reach their goals. Counselors practice active listening by giving their complete attention to what someone is saying, and they respond without judgment. Facilitative questioning is used to help peers talk about feelings, explore their issues, and find solutions. Counselors employ the tools of paraphrasing and reflecting to clarify what peers have shared, convey sincere interest, and help individuals identify their needs and emotions.

- Explain what it means to listen attentively, or actively, and the benefits of having this skill
- Describe or demonstrate how counsellors show their attentiveness to peers
- Explain the purpose of facilitative questioning
- Understand and demonstrate the use of closed and open-ended questions
- Define or demonstrate the counselling skill of paraphrasing
- Define or demonstrate the counselling skill of reflecting

- summarizing sentence stems for collaborative conversation
- non-judgemental stance - tone, body language and sentence stems, using 'may and might' language

Unit 6: Conflict Resolution

- conflict styles and how they are presented:
 - competing
 - avoiding
 - accommodating
 - compromise
- conflict resolution skills
- collaborative conversation tools

Unit 7: Leadership and Teamwork

- various leadership styles
- elements and tools of collaborative leadership
- steps in developing a team
- team building skills

Unit 8: Group Leadership

- types of peer counselling groups and their function
- tools to encourage participation
- how to set group norms and help group members 'buy in'

Unit 5: Feedback, Body Language, Summarizing and Assessing

Peer counselors use a unique set of tools to help others reach their goals. Counselors express their attentiveness and interest through their body language. They give feedback by sharing their observations, which enables peers to see themselves through the counselor's eyes. Counselors summarize to highlight the main points that a peer has shared. Assessments are information-gathering tools that provide an overall picture of a peer's situation. To be effective, all these tools are used with an attitude of nonjudgment.

- Define feedback and explain why it is used
- Demonstrate using feedback
- Explain how to use a peer's body language as a therapy tool
- Define summarizing and demonstrate its use
- Define assessing and explain what it is used for
- Explain what a non-judgmental attitude is and demonstrate how to practice it

Unit 6: Conflict Resolution

Peer counselors are often called upon to negotiate a resolution to a conflict. This requires patience because each person involved feels uniquely threatened and has his or her own perception of the problem. Some individuals are competitive in conflict negotiations while others are accommodating, compromising, or avoiding. The ideal negotiation is a collaborative one, where all involved listen to each other and work for a win-win solution. Counselors need to create a negotiation environment of safety and equality, keep the discussion on topic, and know how to facilitate brainstorming. Naturally, counselors must also be prepared to manage difficulties, such as reaching a resolution impasse.

- Explain how conflict is more than a disagreement, and discuss the factors that make conflict resolution difficult
- Define and discuss the conflict styles of competing, avoiding, accommodating, and compromise
- Define collaboration and explain what makes it an ideal style of negotiation and what makes it difficult to use
- Understand and explain how your personal biases and past conflict experiences affect you as you negotiate with others
- Follow ground rules and guidelines, and utilize counseling skills to practice the art of conflict resolution
- Exercise options for managing an impasse (stalemate) in the resolution process

Unit 7: Leadership and Teamwork

Peer counselors often work within teams and may be called on to serve as team leaders. Flexible leaders know their natural leadership style and adjust it to suit the situation or problem at hand. People in the counseling field frequently enjoy collaborative leadership that focuses on maintaining good working relationships. Effective leaders know their team requires a purpose and plan, operating instructions, and a system of accountability and reward. They understand that team members thrive when appreciated, when communication is consistent, and that members develop social bonds. Leaders guide their teams through the four stages of team development: forming, storming, norming, and performing. This is accomplished by meeting the members' changing needs at each development stage.

- Identify basic styles of leadership and discuss each style's strengths
- Describe your own natural leadership style, with its strengths and weaknesses
- Discuss the basics of collaborative leadership
- Explain the benefits of working in teams and what the primary building blocks of successful teams are
- Explain how a team leader encourages and facilitates effective teamwork
- Explain the four stages teams go through as they mature

Unit 8: Group Leadership

Peer counselors are often called upon to lead peer groups. The groups may be educational, supportive, or social. Counseling groups have many benefits, such as providing hope, information, social growth, and a sense of belonging. Leaders keep the group running according to its purpose and plan and maintain a safe, respectful group environment. They facilitate sharing and discussion and employ counseling tools to assist withdrawn, disruptive, or distressed individuals. Members are guided through the three stages of group development: orientation, groundwork, and cohesion.

- Educate others regarding the benefits of participating in counselling groups
- Describe three types of peer counselling groups and the primary focus
- Provide a general job description of a group facilitator
- Name three group stages of development and discuss the expected behaviours of group members during each of the stages
- Define group cohesion, and name two or more ways to facilitate group cohesion during each stage of group development

<ul style="list-style-type: none"> Identify six problems that may arise during group sessions and suggest one or two ways of addressing each one 	
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Recommended Instructional Components:

Critical Thinking Questions

- analyze and make judgements about the effectiveness of different tools in the collaborative conversation
- observe participants for body language, tone, language etc. to note comfort level with conversation
- analyze what participants are telling you and the group
- investigate questions and problems in the peer counselling group
- explore possibilities to overcome conflicts occurring in the counselling session
- be open minded to different perspectives as participants may have a much different life experience than you or others in the session
- be aware of bias and judgment as nonmotivators for client participation

Labs

- working directly with tools and applications
- practice collaborative conversation

Observation

- of a peer counselling video to notice the elements of a successful session
- observing a participant in action - body language, tone, words - to determine the needs of the participant
- observing the people present in a group session - their interaction with you, with others

Direct Teaching via Online Application

- listening carefully to take comprehensive notes
- making connections between lecture and text learning with practice

Video and Website - explore, research, view and analyze

- examples of the peer counselling session, collaborative conversation, conflict resolution and leadership skills
- real life scenarios

Use of Graphic Organizers

- for organizing prior experiences to determine their effect on the behaviours seen in the moment

Unit, mid term and final tests with application discussion questions



- e-Dynamic Online Course Work
- Simple Psychology, Maslow's Hierarchy of Needs <https://www.simplypsychology.org/maslow.html>
- Collaborative Learning Cycle - looking at the data of prior experience - https://blueprinttoolsandresources.com/wp-content/uploads/01_-Collaborative-Learning-Cycle.pdf





B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Stephen Petrucci verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Personal Psychology

Grade: 12



TRAX Code: YPSYC2A
(e.g. YVPA)

School District Name and Number: School District No. 60 (Peace River North)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Stephen Petrucci

Signature:

Date:

Oct. 17, 2022

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Helen Gilbert, Board Chair

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:



Board/Authority Authorized Course Personal Psychology 12 (MYED YPSYC2A)

School District/Independent School Authority Name: SD60 Peace River North	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD60
Developed by: Sean Thomas	Date Developed: September 26, 2022
School Name: The Key Learning Centre	Principal's Name: Sean Thomas
Superintendent Approval Date (for School Districts only): <i>Oct. 17, 2022</i>	Superintendent Signature (for School Districts only): <i>Stefan Petersen</i>
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Personal Psychology	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

- Online, self-directed course.
- Requires access to:
 - Computer
 - Current web browser and plug-ins
 - Robust Internet
 - Wifi Connection

Course Synopsis:

Enrich the quality of your life by learning to understand the actions of others! Topics include the study of memory, intelligence, emotion, health, stress and personality. This course offers exciting online psychology experiments about the world around us.

Rationale and Goals:

This course will be of interest to many students, as today we are encouraged to work more collaboratively than ever before. If we have a better understanding of others, their thinking, their motivations and the different gifts or intelligences they possess, then we may have more fulfilling relationships. This is relevant in both personal and workplace relationships.

The goals of this course are:

- to develop an understanding of how humans work - intelligence, memory, motivations
- to observe and practice some simple tools for assessment - memory, different intelligences etc.
- to practice these tools, when appropriate, with self, family and friends
- to acknowledge and understand that every human being has experienced a different life journey but all have gifts and talents
- to understand that tools and strategies can be learned to change unhelpful behaviours
- to examine the current research around memory retention/loss and intelligence

Aboriginal Worldviews and Perspectives:

- Learning involves recognizing the consequences of one's actions.
 - students will engage in learning why human beings act the way they do - personality and motivation
- Learning is embedded in memory, history and story.
 - many people like to share their thoughts, feelings and histories in order to promote understanding
 - our lives are just our own personal stories
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
 - as students learn more about personality development, they may have a more open minded perspective when interacting with others who may be different than themselves
 - acknowledging needs of others and learning how to adapt behaviours to meet their needs in an appropriate way

BIG IDEAS

There are several current theories about how a human being develops their personality.

There are different ways to measure a person's intelligence.

Memory is an important factor in our lives. Memory can be enhanced with various strategies which will be important as the rate of dementia climbs.

People have the ability to change their thinking and their behaviour to create a bright future.

There are many career options in the psychology field.

Learning Standards

Curricular Competencies

Content

<p><i>Students are expected to do the following:</i></p> <p>Unit 1: The Love of Learning</p> <p>In this unit, we will examine the process of learning. We will think about what learning is and how it differs from natural knowledge. We will also consider several different theories of learning, including classical conditioning, operant conditioning, and social learning such as modeling and vicarious conditioning. Finally, we will examine one technique that can help you learn written material better.</p> <ul style="list-style-type: none"> • understand what learning is and how it differs from instinct and reflex • examine the theory of classical conditioning • investigate operant conditioning and its real world applications • discuss social learning, including modeling and vicarious conditioning • learn the PQ4R technique <p>Unit 2: Memory</p> <p>In this unit, we will discuss what memory is and what happens as we commit something to memory and recall it. We will discuss different types of memory, including sensory registers, short-term memory, and long-term memory, including factors that enhance and hinder memory at each level. We will also discuss common memory failures and disorders. Finally, we will discuss briefly how accurate our memories are and factors that influence this accuracy.</p> <ul style="list-style-type: none"> • understand the different types of memory • discuss how memories are formed, stored and recalled • examine the various types of information that are stored in memory • investigate common memory failures and disorders • discuss the accuracy of memory <p>Unit 3: Thinking and Language</p> <p>In this unit, we will discuss thought and language. In doing so, we will look at what thinking is and how we categorize objects and situations in our minds. We will also examine decision making, problem solving, and reasoning, including the ways that we go about these mental processes and some of the problems that we may encounter as we do so. Finally, we will investigate the connections between thinking and language and examine the various elements of language.</p> <ul style="list-style-type: none"> • examine what thinking is and how we categorize situations and objects in our minds 	<p><i>Students are expected to know the following:</i></p> <p>Unit 1: The Love of Learning</p> <ul style="list-style-type: none"> • the learning process and how it differs from instinct and reflex • the theory of classical conditioning • the elements of operant conditioning and its real world applications • social learning, including modeling and vicarious conditioning • the PQ4R technique <p>Unit 2: Memory</p> <ul style="list-style-type: none"> • the different types of memory: <ul style="list-style-type: none"> ◦ sensory ◦ short-term memory ◦ long-term memory ◦ factors that hinder recall for each type • how memories are formed, stored and recalled • the various types of information that are stored in memory • common memory failures and disorders • the accuracy of memory <p>Unit 3: Thinking and Language</p> <ul style="list-style-type: none"> • the process of thinking and how we categorize situations and objects in our minds • steps in problem solving and some obstacles that we may encounter • inductive and deductive reasoning, including how they differ from each other • the elements of language and meaning • the relationship between thinking and language <p>Unit 4: The Secret of Intelligence</p> <ul style="list-style-type: none"> • what intelligence is and why defining this human aspect is difficult • different tests that are used to measure intelligence, including those used in your local school district • ethical debates on the use of intelligence tests
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<ul style="list-style-type: none"> investigate how we problem solve and some obstacles that we may encounter in doing so discuss inductive and deductive reasoning, including how they differ from each other look at the elements of language and meaning understand more about the relationship between thinking and language <p>Unit 4: The Secret of Intelligence</p> <p>In this unit, we will examine the topic of intelligence from a psychological standpoint, including what intelligence is and why it is so difficult to place a precise definition on intelligence. We will investigate several different ways that psychologists measure intelligence and the pros and cons of this kind of testing. We will also look at several different approaches to understanding intelligence. Finally, we'll examine the debates and research over the role of genetics, heredity, and environment in the development of intelligence.</p> <ul style="list-style-type: none"> learn what intelligence is and why defining this human aspect is difficult examine different tests that are used to measure intelligence discuss how psychologists have approached the understanding of intelligence investigate the possibility of multiple intelligences understand the effects of heredity and environment on the development of intelligence 	<ul style="list-style-type: none"> how psychologists have approached the understanding of intelligence the current research on multiple intelligences the effects of heredity and environment on the development of intelligence <p>Unit 5: Motivation and Emotion</p> <ul style="list-style-type: none"> the elements of motivation and how primary and secondary needs affect motivation <ul style="list-style-type: none"> Maslow's Hierarchy of Needs Self-Determination Theory the five different perspectives which seek to explain motivation how intrinsic and extrinsic motivation affect our behaviours what emotions and moods are, including the three components of emotions the physical and psychological relationship that comprises emotion
<p>Unit 5: Motivation and Emotion</p> <p>In this unit, we will examine the related areas of motivation and emotion. We'll discuss what motivation is and how different perspectives have thought about motivation. This will include perspectives on motivation such as Maslow's hierarchy of needs and self-determination theory. We will also discuss what emotions are and the three components that make up emotions. In doing so, we'll examine several theories which try to explain how emotions develop and relate to physiological functions.</p> <ul style="list-style-type: none"> learn what motivation is and how primary and secondary needs affect motivation examine the five different perspectives which seek to explain motivation discuss how intrinsic and extrinsic motivation affect our behaviours understand what emotions and moods are, including the three components of emotions investigate the physical and psychological relationship that comprises emotion 	<p>Unit 6: Stress and the Art of Health</p> <ul style="list-style-type: none"> the history and timeline of health psychology common causes of stress and their effects on individuals adaptation syndrome and the effect that this has the four types of conflicts that individuals experience ways of coping with and managing stress <p>Unit 7: Personality and Individuality</p> <ul style="list-style-type: none"> what comprises a person's personality Freud's three models of personality how cognition and thought affect personality what personality traits and types are and how psychologists have used these concepts to study personality consistency the person-centered approach and how other people help shape personality the following theories that explain personality development: <ul style="list-style-type: none"> psychoanalytic cognitive-social

Unit 6: Stress and the Art of Health

In this unit, we will explore the areas of health and stress. In doing so, you will learn more about the history of health psychology and how the connection between mind and body was thought of through history. We will also discuss what stress is, as well as the common stressors that individuals typically face in their lives. Finally, we will examine various coping mechanisms that individuals use to manage stress and its effects on our minds and bodies.

- learn more about the history of health psychology
- examine some common causes of stress and their effects on individuals
- discuss the general adaptation syndrome and the effect that this has
- investigate the four types of conflicts that individuals experience
- explore ways of coping with and managing stress

Unit 7: Personality and Individuality

In this unit, we will discuss the topic of personality and why individuals have different personality traits. Psychologists have been very interested in how personality develops, the different traits that people have, and whether personality remains consistent throughout our lives. They have used various approaches and theories to examine these issues. We will examine five of these approaches and how they explain aspects of personality. The approaches that we will discuss are the psychoanalytic, cognitive-social, trait, humanistic, and sociocultural theories.

- learn what personality is
- discuss Freud's three models of personality
- investigate how cognition and thought affect personality
- understand what personality traits and types are and how psychologists have used these concepts to study personality consistency
- examine the person-centered approach and how other people help shape personality

Unit 8: Exploring Abnormal Psychology

In this unit, we will discuss abnormal psychology. In doing so, we'll examine what psychopathology is and how abnormal behavior differs from normal behavior. We will also look at how abnormal behavior is classified and examine various types of psychological disorders, including anxiety, mood, personality, somatoform, and psychotic disorders

- trait
- humanistic
- sociocultural

Unit 8: Exploring Abnormal Psychology

- definition and examples of abnormal psychology and how it differs from normal psychology
- the criteria used to identify abnormal psychology and mental disorders
- the two major classifications systems
- anxiety, mood, personality and somatoform disorders
- psychotic disorders and how they differ from other psychological disorders

	<ul style="list-style-type: none"> • understand what abnormal psychology is and how it differs from normal psychology • examine the criteria used to identify abnormal psychology and mental disorders • recognize the two major classifications systems • discuss anxiety, mood, personality and somatoform disorders • learn about psychotic disorders and how they differ from other psychological disorders
--	--

Recommended Instructional Components:

Critical Thinking Questions

- analyze and make judgements about the use of intelligence tests and other measurement indicators
- observe participants for body language, tone, language, behaviour - to understand various diagnoses
- analyze the criteria necessary for diagnosis and what that looks like in a real person
- investigate questions and problems in the psychology field
- explore research into memory retention and the statistics on dementia in Canada
- be open minded to different perspectives as participants may have a much different life experience than you
- be aware of bias and judgment

Labs

- working directly with tools and applications
- practice interview skills
- practice different assessment tools on yourself

Observation

- of a psychological assessment video to notice the elements of a successful session
- observing a participant in action - body language, tone, words, behaviour, evidence of memory retention or loss - to determine the needs of the participant

Direct Teaching via Online Application

- listening carefully to take comprehensive notes
- making connections between lecture and text learning with practice

Video and Website - explore, research, view and analyze

- examples of the different techniques used in psychology
- real life scenarios

Use of Graphic Organizers

- to compare different diagnoses
- to organize observations

Recommended Assessment Components:

Use of criteria and goal setting

Self assessment using criteria and rubrics

Embedded feedback in each unit

Unit, mid term and final tests with application discussion questions



Learning Resources:

- e-Dynamic Online Course Work
- Simple Psychology, Maslow's Hierarchy of Needs <https://www.simplypsychology.org/maslow.html>
- Articles on Theories of Intelligence: https://www.academia.edu/38040063/What_Are_The_Different_Theories_Of_Intelligence_in_Phychology
- PQ4R Method: <http://www.inetteacher.com/upload1/103810/docs/Ch%206%20Learning/PQ4R%20Method.pdf>

QUICK FACTS

THE PQ4R METHOD

The PQ4R method is a system of active learning that has six steps.

1. Preview Get a general picture of the material before you begin.
2. Question Change headings into questions.
3. Read Look for the answers to your questions as you read.
4. Reflect Try to relate the material to past learning or to personal experience.
5. Recite Speak the answers to your questions aloud to solidify the information in your mind.
6. Review Review the material regularly.





Sharon Schell <sschell@prn.bc.ca>

New Community Coach

3 messages

Chris Nock <cnock@prn.bc.ca>

Thu, Sep 22, 2022 at 8:14 AM

To: Stephen Petrucci <spetrucchi@prn.bc.ca>

Cc: Todd Koponyas <tkoponyas@prn.bc.ca>, Sharon Schell <sschell@prn.bc.ca>

Good morning Stephen,

We have added another community coach, Nathaniel Narciso, to our volleyball team. He has not started working with the team yet as his criminal record check is not finished. Our Athletic Director would like him to start working with the team before the next Board meeting.

Can we have your approval for him to work with the team under the supervision of the other coaches? He will not be allowed to travel with the team until his criminal record check is completed.

Thank you,
Chris

--
Christopher Nock
Vice-Principal
North Peace Secondary School
(250) 785-4429
npss.prn.bc.ca

Stephen Petrucci <spetrucchi@prn.bc.ca>

Thu, Sep 22, 2022 at 12:46 PM

To: Chris Nock <cnock@prn.bc.ca>

Cc: Todd Koponyas <tkoponyas@prn.bc.ca>, Sharon Schell <sschell@prn.bc.ca>

Hi Chris,

No problem - he can start. Just for my own understanding, our community coaches always have an SD60 staff member with them during tournaments - correct?

Stephen
[Quoted text hidden]

--
Dr. Stephen Petrucci
Superintendent/CEO
<https://togetherwelearn.prn.bc.ca/>
School District 60, Peace River North
10112-105 Ave
V1J 4S4
250 262 6017 (office)
<https://togetherwelearn.prn.bc.ca/>



Chris Nock <cnock@prn.bc.ca>

Thu, Sep 22, 2022 at 2:02 PM

To: Stephen Petrucci <spetrucchi@prn.bc.ca>

Cc: Todd Koponyas <tkoponyas@prn.bc.ca>, Sharon Schell <sschell@prn.bc.ca>

Thank you, Stephen. Yes, we always have an SD 60 staff member traveling with our sports teams.

[Quoted text hidden]



Christopher Nock
Vice-Principal
npss.prn.bc.ca
250-785-4429

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)



OUT-OF-DISTRICT SPORTS / FIELD TRIPS 2022-2023 FOR BOARD APPROVAL

SCHOOL: NORTH PEACE - MAIN CAMPUS

Sports/Activity & Grade/Team:	Dates of Travel	Destination	Transportation	Description of Activities: (names of chaperones, dates & description of activities) Description of Sports: (name of coach, chaperones & locations)
Soccer	October 12-13, 2022	Vanderhoof, BC Prince George, BC	School Bus	Soccer Tournament Coach - Radley Brown, Daniel Turner, Jon Palfy
Cross Country	October 21-22, 2022	Prince George, BC	School Bus	Cross Country Zones Coach - Jaclyn McNicol, Tyson Collier

*approved by Sup't
by email - Oct. 3/22*



Sharon Schell <sschell@prn.bc.ca>

New Sports Trips

3 messages

Chris Nock <cnock@prn.bc.ca>

Mon, Oct 3, 2022 at 4:13 PM

To: Stephen Petrucci <spetrucci@prn.bc.ca>

Cc: Sharon Schell <sschell@prn.bc.ca>

Hello Stephen,

We have two additional sports trips out of the district before the next board meeting. Can we have your approval to travel for the following trips, please?

- October 12-13 Vanderhoof and Prince George - Soccer
- October 21-22 Prince George - Cross Country Zones

Thank you,
Chris



Christopher Nock
Vice-Principal
npss.prn.bc.ca
250-785-4429

Stephen Petrucci <spetrucci@prn.bc.ca>

Mon, Oct 3, 2022 at 4:21 PM

To: Chris Nock <cnock@prn.bc.ca>

Cc: Sharon Schell <sschell@prn.bc.ca>

Hi Chris,

I'll approve these -could you just let us know the transportation plans and coaches/chaperones?

Thanks,
Stephen

[Quoted text hidden]

Dr. Stephen Petrucci
Superintendent/CEO
<https://togetherwelearn.prn.bc.ca/>
School District 60, Peace River North
10112-105 Ave
V1J 4S4
250 262 6017 (office)
<https://togetherwelearn.prn.bc.ca/>



Chris Nock <cnock@prn.bc.ca>

Mon, Oct 3, 2022 at 4:30 PM

To: Stephen Petrucci <spetrucci@prn.bc.ca>

Cc: Sharon Schell <sschell@prn.bc.ca>

Thank you, Stephen.

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)



OUT-OF-DISTRICT SPORTS / FIELD TRIPS 2022-2023 FOR BOARD APPROVAL OCTOBER - NOVEMBER 2022

SCHOOL: NORTH PEACE - MAIN CAMPUS

Sports/Activity & Grade/Team:	Dates of Travel	Destination	Transportation	Description of Activities: (names of chaperones, dates & description of activities) Description of Sports: (name of coach, chaperones & locations)
Cross-Country Event	October 15, 2022	Dawson Creek, BC	School Bus	Cross-Country Running Event Staff Coaches/Chaperones: Jaclyn McNicol/Tyson Collier
Careers Exploration Tour	October 28, 2022	Dawson Creek, BC	School Bus	Career Exploration Tour at Northern Light College - Dawson Creek Campus Teachers: Sharon Hocheil, Matthew Laur
Jr. Boy's Volleyball Tournament	November 4 - 5, 2022	Prince George, BC	School Bus	Jr. Boy's Volleyball Tournament Staff Coaches/Chaperones: Scott Hyde
Jr. Girl's Volleyball Regionals	November 4-5, 2022	Dawson Creek, BC	School Bus	Jr. Girl's Volleyball Regionals Staff Coaches/Chaperones: Mackenzie Uskiw
Jr. Boy's Volleyball Zones Championships	November 18 - 19, 2022	Prince George, BC	School Bus	Jr. Boy's Volleyball Zones Championships Staff Coaches/Chaperones: Scott Hyde Non-Staff Coaches: Tyson Lyons

* approved by Stephen Oct. 14/22

Boy's Soccer Provincials	November 21-26, 2022	Burnaby, BC	School Bus	Boy's Soccer Provincials Staff Coaches/Chaperones: Radley Brown Non-Staff Coaches/Chaperones: Dan Turner, Jon Palfy
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SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

OUT-OF-DISTRICT SPORTS / FIELD TRIPS 2022-2023

FOR BOARD APPROVAL



SCHOOL: HUDSON'S HOPE

Sports/Activity & Grade/Team:	Dates of Travel	Destination	Transportation	Description of Activities: (names of chaperones, dates & description of activities) Description of Sports: (name of coach, chaperones & locations)
Senior Girls Volleyball	Sept 23/24	Prince George	Private Vehicles	Chaperone – Volleyball Tournament in PG. Sept 23/24 Coach – Brent Heiberg. Drivers – Brent Heiberg, Jason Naisby, Kelly Lucas.
Senior Girls Volleyball	Oct 14/15	Chetwynd	Private Vehicles	Chaperone – Volleyball Tournament in PG. Sept 23/24 Coach – Brent Heiberg. Drivers – Brent Heiberg, Jason Naisby, Kelly Lucas.
Senior Girls Volleyball	Oct 21/22	Prince George	Private Vehicles	Chaperone – Volleyball Tournament in PG. Sept 23/24 Coach – Brent Heiberg. Drivers – Brent Heiberg, Jason Naisby, Kelly Lucas.
Senior Girls Volleyball	Nov 4/5	Prince George	Private Vehicles	Chaperone – Volleyball Tournament in PG. Sept 23/24 Coach – Brent Heiberg. Drivers – Brent Heiberg, Jason Naisby, Kelly Lucas.

approved
by
Stephan
(email,
Sept. 20,

Senior Girls Volleyball	Nov 11/12	Prince George	Private Vehicles	Chaperone – Volleyball Tournament in PG. Sept 23/24 Coach – Brent Heiberg. Drivers – Brent Heiberg, Jason Naisby, Kelly Lucas.
Senior Girls Volleyball	Nov 18/19	Mackenzie	Private Vehicles	Chaperone – Volleyball Tournament in PG. Sept 23/24 Coach – Brent Heiberg. Drivers – Brent Heiberg, Jason Naisby, Kelly Lucas.



Sharon Schell <sschell@prn.bc.ca>

Volleyball Trips

2 messages

Derrek Beam <dbeam@prn.bc.ca>

Tue, Sep 20, 2022 at 2:16 PM

To: Sharon Schell <sschell@prn.bc.ca>, Stephen Petrucci <spetrucci@prn.bc.ca>

Hi Sharon and Stephen;

I've attached our out of district info. My apologies, but we were only able to get this sorted today. So Stephen, I think you have to decide if you're comfortable with approving the ones prior to Oct 24?

--

Derrek Beam
Principal,
Hudson's Hope School
School District #60 - Peace River North
Phone 250-783-9994
Fax 250-783-5465
"The greatest gift to give in this era is your time"



Field Trips for Board Approval 2022-2023.docx
590K

Stephen Petrucci <spetrucci@prn.bc.ca>

Tue, Sep 20, 2022 at 2:52 PM

To: Derrek Beam <dbeam@prn.bc.ca>

Cc: Sharon Schell <sschell@prn.bc.ca>

Hi Derrek,

No problem. I'll approve the first 3 trips.

Stephen
[Quoted text hidden]

--

Dr. Stephen Petrucci
Superintendent/CEO
<https://togetherwelearn.prn.bc.ca/>
School District 60, Peace River North
10112-105 Ave
V1J 4S4
250 262 6017 (office)
<https://togetherwelearn.prn.bc.ca/>





H. Hope

Sharon Schell <sschell@prn.bc.ca>

Re: Two Out of District Trips

2 messages

Stephen Petrucci <spetrucci@prn.bc.ca>
To: Derrek Beam <dbeam@prn.bc.ca>
Cc: Sharon Schell <sschell@prn.bc.ca>

Wed, Sep 28, 2022 at 1:44 PM

Hi Derrek,

thanks for the info - I'll approve this now and we'll bring it forward at the next meeting as well.

Stephen

On Wed, Sep 28, 2022 at 1:26 PM Derrek Beam <dbeam@prn.bc.ca> wrote:
Hi Stephen;

Brent would like to take the senior girls team to Chetwynd to play some after school games on October 3rd (I often forget they are out of District since the drive is so close). He will drive, as well Cheryl Baytaluke, and Winona Letendre.

I have a trip to Chetwynd Secondary on October 5th for grade 11/12 student to attend a Post Secondary Institution Presentation. I'll drive the "Lion's Van", and may need one private vehicle.

--

Derrek Beam
Principal,
Hudson's Hope School
School District #60 - Peace River North
Phone 250-783-9994
Fax 250-783-5465
"The greatest gift to give in this era is your time"

--
Dr. Stephen Petrucci
Superintendent/CEO
<https://togetherwelearn.prn.bc.ca/>
School District 60, Peace River North
10112-105 Ave
V1J 4S4
250 262 6017 (office)
<https://togetherwelearn.prn.bc.ca/>



Derrek Beam <dbeam@prn.bc.ca>
To: Stephen Petrucci <spetrucci@prn.bc.ca>
Cc: Sharon Schell <sschell@prn.bc.ca>

Wed, Sep 28, 2022 at 1:55 PM

Great, thanks!
[Quoted text hidden]



H. Hope

Sharon Schell <sschell@prn.bc.ca>

Re: Out of district

1 message

Stephen Petrucci <spetrucci@prn.bc.ca>
To: Derrek Beam <dbeam@prn.bc.ca>
Cc: Sharon Schell <sschell@prn.bc.ca>

Wed, Oct 12, 2022 at 11:34 AM

Thanks Derrek - This trip is approved and we'll bring it forward at the next board meeting.

Stephen

On Wed, Oct 12, 2022 at 11:17 AM Derrek Beam <dbeam@prn.bc.ca> wrote:
Hi Stephen;

Our junior girls volleyball team have a couple games this Friday after school in Chetwynd. Hannah Scott and Roxanne Beebe will be transporting and coaching.
Both coaches have their volunteer driver forms, and abstracts completed.

Oct. 14, 2022

Dr. Stephen Petrucci
Superintendent/CEO
<https://togetherwelearn.prn.bc.ca/>
School District 60, Peace River North
10112-105 Ave
V1J 4S4
250 262 6017 (office)
<https://togetherwelearn.prn.bc.ca/>



SD 60 Operating Financial Report - July 1 2021 to September 30, 2022

Operating Revenue	Actual	Budget	% of budget received	# of Months	Explanations
Ministry of Education Grants	\$ 8,086,126	\$ 70,219,175	11.5%	12	Low as do not start funding students until October 2022; July through September funding is much lower than the rest of the year
Provincial Grants - School Age Therapy	\$ 36,363	\$ 121,519	29.9%	12	On Track
Offshore Tuition	\$ 58,407	\$ 825,000	7.1%	10	Offshore Tuition recognized each month
Alberta Students, DL, 3rd Party Billings	\$ -	\$ 85,000	0.0%	10	Unsure if we will receive this funding this year
LEA Revenue	\$ 92,964	\$ 929,640	10.0%		Funding has not been recieved yet
Miscellaneous Revenue	\$ 20,419	\$ 324,000	6.3%	12	This includes Miscellaneous funds that come into the District
Rentals	\$ 24,801	\$ 101,200	24.5%	12	Includes Daycare Rental, Teacherage Rentals, Cameron Lake Rentals & Indigenous Rent
Interest	\$ 72,927	\$ 80,000	91.2%	12	Interest rates have increased from 1.7% in May to 3.95% in September
Total Operating Revenue Before LEA Adjustment	\$ 8,392,007	\$72,685,534	11.5%		
LEA Revenue	-\$ 92,964	-\$ 929,640			Funding has not been received yet
Total Operating Revenue	\$8,299,043	\$71,755,894	11.6%		
Operating Expense	Actual	Annual Budget	% of budget expended	# of Months	Explanations
Salaries					
Teachers	2,725,195	26,896,882	10.1%	10	On Track as should be approx 10% YTD
Principals and Vice-Principals	1,210,671	5,229,188	23.2%	12	On Track as should be approx 25% YTD
Educational Assistants	248,591	4,993,525	5.0%	10	Lower than expected as should be approx 10% YTD, only one pay period in September
Support Staff	1,235,802	7,977,811	15.5%	10	Higher than expected 1/2 of out support work 12 months per year
Other Professionals	453,060	1,870,622	24.2%	12	On Track as should be approx 25% YTD
Substitutes (TOC's)	103,571	2,148,363	4.8%	10	Lower than expected as should be approx 10% YTD
Total Salaries	5,976,890	49,116,391	12.2%		
Employee Benefits	1,258,448	11,423,879	11.0%		On Track as should be approx 10% YTD
Total Salaries and Benefits	\$7,235,338	\$60,540,270	12.0%		
Services and Supplies	2,150,080	10,715,624	20.1%	12	On Track as should be approx 25% YTD
Total Operating Expenses	\$9,385,418	\$71,255,894	13.2%		
Capital Purchases from Operating	\$227,633	\$500,000	45.5%	12	Purchases vary through year
Application of Reserves	\$0				
Operating Net Revenue (Expense)	-\$1,314,008	\$0			
Application of Reserves					
Balanced		\$0			

Policy Committee Meeting Notes
Monday, October 3, 2022
11:00 a.m.

Attendees: Stephen Petrucci, Superintendent
Angela Telford, Secretary-Treasurer
Helen Gilbert, Board Chair
Madeleine Lehmann, Vice-Chair
Bill Snow, Trustee
Leah Reimer – Executive Assistant

Regrets:

3003 Selection of Learning Resources (*Attachment*)

- Brought back to committee from the September 12 Board Meeting for additional review of Board feedback
- Ministry is in the process of providing more guidelines in regards to this policy

ACTION: District Staff will work on updates and drafts and will continue to bring back to future Policy Committee meetings as we receive direction from Ministry. Will place on the October 24, 2022 to provide an update to the Trustees

8001 Annual Operating Budget

- Removing the timelines to allow for some flexibility but maintaining the timelines contained in the School Act

ACTION: Bring forward to the October 24th Regular Board Meeting for Notice of Motion

7017 Video Surveillance

- Consulted our legal around the wording in this policy. The additional wording has come from the lawyer in regards to privacy protection.

ACTION: Bring forward to the October 24th Regular Board Meeting for Notice of Motion

Next Meeting Dates

ACTION: Will schedule more meetings once new board is elected in October



BOARD OF EDUCATION
School District No. 60
(Peace River North)

3000 Education

3003 Selection of Learning Resources

Adopted:

Revised: 2002-12; 2011-08; 2012-02; 2014-12

Reviewed:

Reference:

Policy

The Board is committed to providing a wide range of learning resources to meet the educational needs of all students. Learning Resources will be selected according to the regulations attached.

Guidelines/Principles:

REGULATIONS

Selection of Learning Resources

1.0 Definition

- 1.1 "Learning resources" refers to any person (s) or material, whether acquired or locally produced, with instructional content or function that is used for formal or informal teaching/learning purposes.

2.0 Principles of Learning Resources Selection

- 2.1 In selecting resource materials for students and teachers, schools must consider a wide variety of educationally appropriate materials which will provide for a range of teaching and learning styles.
- 2.2 It is not expected that any single resource will be sufficient to teach a course; rather a multimedia approach is encouraged.
- 2.3 Materials selected will be consistent with the goals and curricula of the Ministry of Education and with the policies of the Board.
- 2.4 Responsibility for selecting learning resources rests with the appropriate educational staff employed by the Board.
- 2.5 Although schools may have committees for learning resources selection, it is the school principal, who has statutory authority for the school's instructional program, and who may, therefore, exercise a veto in resource selection.

3.0 Provincially Recommended Learning Resources Selection

- 3.1 Curriculum implementation schedules and grade collections should guide resources selection. It is expected that learning resources referred to as authorized or recommended by the Ministry of Education and Child Care should be given first consideration.
- 3.2 Selection is an ongoing process which includes the removal of materials which are no longer authorized nor recommended by the Ministry of Education and Child Care.

4.0 Selection of Learning Resources which are not Provincially Recommended

- 4.1 Learning Resources which are not provincially recommended must be locally approved for use in schools.
- 4.2 The criteria outlined in the Focused Education Resources Evaluation Criteria Guides (<https://focusedresources.ca/en/evaluation-criteria-guides>) ~~Ministry of Education's Guide to Evaluating, Selecting and Managing Learning Resources,~~ will guide schools when selecting learning resources not provincially recommended.
- 4.3 When selecting learning resources not provincially recommended, a school must consider the learning resource based upon the above criteria, then using district forms, (Learning Resources Selection Evaluation Form ~~or the Novel Evaluation Form~~), submit a request for local approval to the Director of Instruction.
- ~~4.4 These requests will be reviewed and given approval by the Director of Instruction.~~
- 4.5 The Superintendent of Schools, or designate, and School Principals have general responsibility for ensuring that the approved criteria are known and appropriately applied.
- 4.6 Gift materials shall also be judged and shall be accepted or rejected by the criteria outlined in 4.2.

5.0 Selection of Learning Resources for the Health and Career Education Program

- 5.1 Learning Resources which may be of a controversial nature must be referred to the Health & Career Education Advisory Committee.
- 5.2 This Committee will meet as needed and make recommendation on learning resources.
- 5.3 These recommendations will be taken forward to the Board.

Learning Resources Reconsideration

1.0 Learning Resources Reconsideration Request

- 1.1 Any resident of the Peace River North School District may formally request reconsideration of learning resources used in the district's educational program.
- 1.2 A request for reconsideration of a learning resource shall be referred to the school first, if a resolution cannot be found at that level, the request will be forwarded to the District level.

2.0 Request for Reconsideration - School Level

- 2.1 The school receiving a complaint regarding a learning resource will try to resolve the issue informally.
- 2.2 The principal or designate shall explain to the questioner the district's resource selection procedure and criteria.
- 2.3 The principal and appropriate educational staff will explain the particular place that the reconsidered resource occupies in the education program and its intended educational usefulness.
- 2.4 If the questioner wishes to file a formal request for reconsideration, they will be provided with a copy of this policy and the District Request for Learning Resources Reconsideration form.

3.0 Request for Reconsideration - District Level

- 3.1 The principal of the school will forward, within five working days, the Request for Learning Resources Reconsideration form to the Director of Instruction.
- 3.2 Within one month of receiving a request for reconsideration, the Director of Instruction will form and meet with an Ad Hoc Learning Resources Review Committee. The committee will consist of people who have not been involved in the school where the request for reconsideration has originated and will consist of:
 - ~~Chair of the Board's Education Committee~~ or trustee designate;
 - the Director of Instruction (chair);
 - a teacher/librarian;
 - an administrative officer;
 - a parent representative; and
 - a teacher representative.

3.3 The Ad Hoc Learning Resources Review Committee will review the reconsidered resource and judge whether it conforms with:

- the principles of resource selection outlined in the Selection of Learning Resources Regulations 2.0; and
- the criteria for Selection of Learning Resources outlined in the **Focused Education Resources Evaluation Criteria Guides** (<https://focusedresources.ca/en/evaluation-criteria-guides>) **Ministry of Education's Guide to Evaluating, Selecting and Managing Learning Resources**

3.4 Within twenty (20) working days of conducting the review, the committee will submit a report to the Superintendent of Schools, recommending the appropriateness of the material for its intended educational use.

4.0 Procedure for Ad Hoc Committee to follow in reviewing a Reconsidered Learning Resource

4.1 Examination of the reconsidered resource.

4.2 Consideration of the concerns outlined by the questioner.

4.3 Determination of professional acceptance by reading critical reviews of the resource.

4.4 Consideration of the learning resource as a whole, rather than on passages or sections taken out of context.

4.5 Consideration of the relevancy of the learning resource in terms of curricular learning outcomes.

4.6 Preparation of a written report to the Superintendent of Schools which will include the procedures followed, minutes of committee meetings, and the rationale for the decision made by the committee.



BOARD OF EDUCATION

School District No. 60

(Peace River North)

GUIDELINES FOR PURCHASING LEARNING RESOURCES

All schools must have a process in place for involving staff in planning for the use of learning resources funding, and prioritizing purchases. This process must be linked to the **Framework for Enhancing Student Learning School Improvement Plan**.

Planning should be for a two to three-year period, anticipating predicted expenses in the future and shifting priorities (i.e. upgrade Science this year and Social Studies next year).

Funding is allocated on an annual basis and is targeted to spending for the year in progress. There should be no carry-forwards. The only exception would be planning for a large, one-time expenditure.

The following priority list serves as a guide to planning for purchases:

- resource new **curriculum IRPs**
- respond to needs created by an increase in enrolment
- replace lost or damaged resources
- update primary and intermediate Language Arts Book Room
(consider appropriate balance of Fiction and Non-Fiction, titles **for Aboriginal learners that include positive representation of peoples in our community (including but not limited to Indigenous, new Canadians, SOGI, etc.)**, expanding selections at specific reading levels to address needs of the population)
- expand text choices for Info and Literature Circles
- maintain Reading Recovery teaching texts
- maintain literacy and numeracy manipulatives
- address theme and subject area needs
- address software needs/**online subscriptions**
- update and maintain Learning Assistance Resources
- update teacher professional development resources

Online tools that include student data must have a Privacy Impact Assessment prior to purchase or use.

When all immediate needs are met for the current year, consider supplementing library and technology needs.

Learning resources funding may be used for technology hardware, excluding computers. All purchases must be made through the School District No 60 Technology Department and should include hardware that

- serves large and small group instruction
- is versatile
- requires a general skill set expected of classroom teachers
- does not require highly specialized training and support

GUIDELINES FOR MOVIE USE

Full-length movies should be used sparingly in the classroom and should be chosen for their educational value.

Teachers must attend to ratings and avoid the use of movies rated as Restricted. Elementary teachers should limit their choices to movies rated as General.

The Canadian Copyright law allows educators the use of legally obtained video for educational purposes explicitly in their classroom. The law does not allow for the use of video for non-educational purposes such as inside days, festival, rewards, fundraising, etc. Schools wishing to show video for non-educational reasons must obtain public performance rights.



LEARNING RESOURCES SELECTION EVALUATION FORM

School District No. 60
(Peace River North)

Reviewer: Name: _____
School: _____
Role/Grade Level (If applicable): _____
Date: _____

Program Title: _____ Grade Level(s): _____

Series Title: _____

Media Format: Print: _____ Video: _____ Software: _____ Copyright date: _____

Vendor or Publisher: _____

Curriculum Area: _____

Content: Introductory ☐ In-depth: ☐ General Interest: ☐ Other: ☐

Content description:

Components of the Program (list all materials provided in the resource):

Alignment with Prescribed Learning:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
Clarity of Message:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
Content Accuracy:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
Content Current:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
Technical/Visual Quality:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
Free from bias, propaganda:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
Free from stereotyping:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>

Recommended Grade Level:	Pre K	Kindergarten	Grade 1	Grade 2	Grade 3
	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Grade 9	Grade 10	Grade 11	Grade 12	Adult
	Teacher Resource				

Cost: (Include pricing for all components recommended) \$ _____

Recommendation for distribution: _____

LEARNING RESOURCES SELECTION EVALUATION FORM

(Page 2)

The following definitions are provided to assist in the evaluation and selection of appropriate learning resources.

Clarity of Message

The package should contain age appropriate language. The use of specialized language should be suited to both the content and the maturity and intellectual level of the audience. Things should be clearly defined, examples provided in real-world settings, and concise language utilized wherever possible. Things to avoid may include:

- Trendy language
- Profanity
- Racist or pejorative terms
- Slang, jargon, incorrect grammar

Content is Current

The package is not dated in its content, language or visuals in a way that reduces its educational value.

Content is Accurate

Possible problems in accuracy might include:

- Out-dated information
- Factual errors
- Improper use of statistics
- Inaccurate graphs/tables
- Errors in spelling/grammar
- Invalid or oversimplified models, examples, simulations
- Online content must be previewed for authenticity, accuracy, and relevance
- Online tools requiring student data must have a privacy impact assessment completed

Relevance to Educational Learning Outcomes

The topics and approaches to teaching of content fit the program and curriculum needs.

Technical/Visual Quality

The package should demonstrate positively the following attributes:

- Materials should be well organized and structured (visual design should be interesting/effective)
- Illustrations should focus attention on important content areas
- Materials should use a variety of typographic format: captions, indices, diagrams, illustrations, cueing devices
- Layout is logical and consistent
- Effective use of media format. Each medium used in the package should take full advantage of the unique aspects of that technology

Social Considerations

Be aware of biases/values and perspectives regarding:

- Socioeconomic status
- Political or religious bias; includes one or more points of view at the expense of others
- Bigotry and discrimination of people
- ~~Gender equity; both sexes~~ People of a variety of sexual orientations and gender identities are positively and fairly represented in a diversity of roles and relationships
- Age bias; a variety of ages represented



BOARD OF EDUCATION
School District No. 60
(Peace River North)
LEARNING RESOURCES PLANNING TEMPLATE

School: _____ Date: _____

(1). What transparent process is in place at your school for involving staff in planning for the use of learning resources funding, and prioritizing purchases?

(2). What do you understand the current balance in your school learning resources account to be?

(3). Are you planning for any large, one-time expenditure that would require a carry-forward of learning resources funds? If so, please explain.

(4). What purchases do you plan to make from this year's budget and what is your timeline for completing orders?

(5). Looking two or three years into the future, what significant purchases do you anticipate?



REQUEST FOR RECONSIDERATION OF A LEARNING RESOURCE
School District No. 60
(Peace River North)

Title of Resource: _____

Context of Usage: Classroom Resource _____ Distance Learning Material _____

Other (please specify) _____

Author(s) _____

Publisher/Year _____

Request initiated by _____

Role of Complainant: Teacher _____ Parent _____ Other (please specify) _____

Telephone No. _____

Address: _____

1 To what in the resource(s) do you object? _____

a) Pages _____ Specific Objection: _____

b) Pages _____ Specific Objection: _____

c) Pages _____ Specific Objection: _____

d) Pages _____ Specific Objection: _____

2 What do you think is the theme or purpose of the resource?

3 What effect do you believe this resource would have on your son or daughter?

4 What effect do you believe this resource would have on other students?

5 Have you reviewed the entire resource?

6 In many cases, the impact of a resource will vary according to how it is presented and interpreted in the classroom, and we urge you to discuss this material with the appropriate people. Have you discussed the resource with the: Teacher? _____ School District Staff? _____

What was their response? _____

7 Have you read reviews of this resource? Yes _____ No _____

8 Additional comments:

Signed by

Date



BOARD OF EDUCATION
School District No. 60
(Peace River North)

8000 Finance

8001 Annual Operating Budget **Process**

Adopted: 1999-12
Revised: 2005-08; 2013-01; 2013-05
Reviewed:

Reference: [School Act - Finance/Provincial Funding](#)

Policy

The Board of Education is committed to fulfilling the development, execution, and reporting requirements for the Annual Operating Budget.

~~Significant adjustment and/or new programs shall be reviewed by the Board prior to the commitment of funds. Priorities within the existing financial framework will be discussed by the Board. A significant adjustment is defined as the transfer of allocated funds from one general appropriation category to another, an anticipated over expenditure of funds, or a re-allocation of the use of funds from the intent of the original budget.~~

Guidelines/Principles:

1. Ministry of Education and Child Care (MECC) Annual Communications Timelines and Reporting Requirements:
 - On or before February 28, the Board is required by legislation to adopt an amended operating budget bylaw.
 - On or before February 28, the Board must submit its amended annual operating budget in the form required by legislation and MECC regulations.
 - Approximately Mid-March, the MECC typically advises the Board of the provincial grants it will receive.
 - On or before June 30, the Board is required by legislation to adopt an operating budget bylaw.
 - On or before June 30, the Board must submit its annual operating budget for the next fiscal year (July 1 - June 30) in the form required by legislation and MECC regulations.
2. School District #60 Timelines

The following is an overview of a typical budget preparation schedule, with specific dates to be determined each year by the Secretary-Treasurer and shared with the Board.

Amended Annual Budget

- December to February: Consult with Departmental Supervisors and Managers
- Prior to February 28: The Board adopts an operating budget bylaw at a regular Board meeting
- February 28: Deadline for submission to the MECC

Preliminary Annual Budget

- February to April: Departmental budgets submitted/presented for discussion to the Secretary Treasurer and finance team
- February to May: Consultation with Stakeholder groups, including Indigenous Bands, Metis and Inuit
- April/May: Initial update on findings in budget updates by departments
- May/June: The Board adopts an operating budget bylaw at a regular Board meeting
- June 30: Deadline for submission to the MECC

The Superintendent is authorized to make adjustments to the budget as required by emergent needs and circumstances. In this regard it is understood that the operating budget bylaw represents a preliminary budget based on estimations and expenses that can change throughout the year. The Board will be updated on any significant changes.

The Superintendent or designate will establish an effective system of financial controls. Over-expenditure of the total budget is not permitted without formal approval of the Board and MECC.

Timelines

Committee of the Whole (November)	Budget Committee Meeting dates determined by the Committee of the Whole (Year 1/ Amended Annual Budget from Ministry)
Board Meeting in February	Request three readings of By Law — Year 1 Budget (Final) If not three readings, request Special Board Meeting for 3rd reading
End of February	Submission of Amended Annual Budget (Year 1)
Committee of the Whole (March)	Budget Committee Meeting dates determined by the Committee of the Whole (Preliminary/Year 2 Budget)
Beginning of April	Decision on referendum, to meet legislative requirement of at least two weeks prior to referendum being held (Note: date determined by Ministry each year)
Early to mid-April	Referendum particulars must be advertised once each week for two weeks
Mid-April	Referendum vote — date determined each year by Ministry
Board Meeting in June	Request three readings of Annual Budget/Year 2 Budget

	If not three readings, request Special Board Meeting for 3 rd reading
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BOARD OF EDUCATION

School District No. 60
(Peace River North)

7000 Operations

7017 **Employer-Installed Video Surveillance**

Proposed: 2020-12

Adopted: 2021-01

Revised:

Reviewed:

Reference: [School Act, 74.01 Video Surveillance](#)

Policy

For reasons of enhancing the safety of students, staff and others on school premises and deterring destructive acts, the Board authorizes the use of video surveillance equipment on School District property where circumstances have shown that it is necessary.

A recording is recognized to be subject to the provisions of the Freedom of Information and Protection of Privacy Act (FOIPPA).

The School District also recognizes the importance of personal privacy in our community, and supports the use of surveillance in a manner that minimizes encroachments upon the privacy of students, staff, volunteers and the general public. Accordingly, the use and operation of video surveillance within the School District will be subject to privacy considerations and applicable statutory limits and requirements

Guidelines/Principles:

1. Before video surveillance is introduced at a new site, a written rationale must be provided to the Superintendent of Schools.
2. Installation of video surveillance related to this policy shall follow the relevant School Act requirements as listed here:

74.01

- (1) *A board may install and operate a video surveillance camera in a school facility or on school land for the purposes of protecting*
 - (a) *the safety of individuals in a school facility or on school land,*
 - (b) *an individual's belongings in a school facility or on school land, or*
 - (c) *school property*

with the prior approval of the parents' advisory council for the school where the board proposes

to install and operate a video surveillance camera.

(2) A parents' advisory council may make recommendations to a board to install and operate a video surveillance camera in a school facility or on school land for the purposes set out in subsection (1).

(4) Subsections (1) to (3) do not apply to the installation and operation of a video surveillance camera in a school facility or on school land on a temporary basis for a specific investigative purpose.

2. Video surveillance camera locations must be authorized by the building administrator (school principal or building supervisor), or officers of the School District. Only authorized administrators or service technician staff shall have access to the equipment and controls;
3. Video surveillance cameras shall not be used to monitor areas where individuals have a reasonable expectation of privacy. Such areas shall include, but shall not be limited to, change rooms, washrooms and private conference/meeting rooms;

4. Limitations on Collection, Use and Disclosure of Surveillance

- a. **The District will make reasonable efforts to limit the collection of information through surveillance to only that which is needed to achieve the intended purpose, and with consideration for the privacy interests of those affected.**
- b. **Video surveillance is not used to routinely monitor student or employee productivity or performance. Recordings may be accessed and viewed on an exceptional basis if and when required to investigate incidents raising concerns about personal safety, damage to property or a contravention of law or school rules or policies.**

Disclosure of video surveillance recordings will be limited to disclosures that are authorized or permitted under the Freedom of Information and Protection of Privacy Act and other applicable laws.

5. For safety and security reasons, video cameras may be installed on buses.



British Columbia
School Trustees
Association

October 13, 2022

The Honourable Selina Robinson

Minister of Finance

PO Box 9048, Stn Prov Govt

Victoria, B.C. V8W 9E2

fin.minister@gov.bc.ca

The Honourable Jennifer Whiteside

Minister of Education and Child Care

PO Box 9045, Stn Prov Govt

Victoria, B.C. V8W 9E2

educ.minister@gov.bc.ca

Dear Minister Robinson and Minister Whiteside,

Subject: Funding for Exempt Compensation Grids

I am writing you today to request that you work together to ensure the province fully funds exempt compensation grids. Doing so would prove to be a significant step in supporting districts and boards of education in focusing their work and resources on educating students and preparing them for a brighter future rather than concentrating resources on funding salary increases.

Currently, British Columbia's school districts face significant unfunded cost pressures related to salary increases for exempt staff, which redirect much-needed funding away from classrooms. Boards of education throughout the province have shared their concerns about the lack of funding for exempt wage increases, which negatively impacts their operating budgets.

Recent conversations with our members revealed that many boards have tentatively budgeted for a 2% increase for exempt staff based on historical data. Unfortunately, with the increased inflationary impact on salaries and the current pattern of wage increases and compression packages being negotiated, the overall outlook has shifted to anticipating significantly higher expenditures. For example, in some of B.C.'s larger districts, a 4% increase instead of a 2% increase will cause districts to absorb over half a million dollars in additional costs. Even smaller districts will be feeling increased pressure, as many of those with enrolment under 10,000 will face costs nearing and occasionally exceeding \$150,000.



British Columbia
School Trustees
Association

It is the role of boards of education to support student learning and to provide young people exiting our public education system with the best possible life chances. By fully funding wage increases, we can ensure districts address concerns that focus on learning instead of administration and compensation.

I look forward to your reply and the opportunity to discuss this important issue.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Broady". The signature is written in a cursive, flowing style.

Carolyn Broady

President

British Columbia School Trustees Association

CC: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors



School District No. 60

DISTRICT ADMINISTRATION OFFICE

PEACE RIVER NORTH

10112 - 105 Avenue, Fort St. John, British Columbia V1J 4S4 Phone: (250) 262-6000 Fax: (250) 262-6048
OFFICE OF THE SECRETARY-TREASURER

October 17, 2022

Mayor Lori Ackerman
10631 – 100 Street
Fort St. John, BC V1J 3Z5

Dear Mayor Ackerman:

Recently, we have had the opportunity to discuss the early September Hudson's Hope Evacuation. Although the lingering smoke from the Battleship Mountain Fire continues to remind us of the event, this smoke will clear long before Hudson's Hope residents' memories of the kindness and compassion shown by local residents and the City of Fort St John.

We were in Hudson's Hope for a school community barbecue last week. In talking with students about their evacuation experience, they were most appreciative of the kindness they were shown. The students really liked the free use of the recreation facilities. Being able to do things gave them a focus that was positive and provided some relief from the worries about what was happening at home. Now that things are more settled in the Hudson's Hope community, students were working on thank-you card's for people that had helped them during the evacuation.

As a Board we wanted to take this opportunity to thank you for all the support provided during the evacuation.

Yours truly,

THE BOARD OF EDUCATION
School District No. 60 (Peace River North)

Helen Gilbert, Board Chair

HG:lr

cc. Derrek Beam, Administrator – Hudson's Hope School
Hudson's Hope Municipal Council

File: 4.8

BOARD OF EDUCATION

Helen Gilbert – Board Chair Madeleine Lehmann – Vice Chair Ida Campbell
Erin Evans Nicole Gilliss David Scott-Moncrieff Bill Snow

Meeting with MLA's Oct. 11th

Helen and Stephen were invited to meet with opposition MLA's to talk about district concerns with a focus on recruitment and retention.

MLA's present

Dan Davies- Peace River North-Critic for Social Development and Poverty Reduction

Elenore Sturko-Surrey-South Critic for Education

Karin Kirkpatrick West Vancouver-Capilano-Critic for Children, Family Development and Childcare

Lorne Doerksen-Cariboo-Chilcotin-Deputy Whip/Critic for Land Water Resources Stewardship/Critic for Rural Development

MLA's were provided with all parts of our presentation to the Financial Standing Committee and the Education pages from the final report with northern things highlighted.

Some of things spoken to include:

- need for a different approach to recruitment and retention

- Number of Letter of Permission people in regular teacher positions in the north (150)

"Yes there are teacher shortages across the province but all shortages are not equal."

- having a non-certified TOC's is not the same as having students with teachers who are on LOP for the full year. It was stressed that although those on LOP have relevant background to the role that they are in they do not necessarily have foundational education courses. They require additional supports, which adds to work load for some.

- fact that we do find some good people on LOP but getting them to be fully certified teachers can be difficult

- this lead into a conversation related to the need for a fully on line BC education program with local people doing practicums within our schools. "Growing our own"

- value of AHCOTE but doesn't fully meet local need because it requires full time attendance and some people need the option to work while taking courses which is provided through on line programs.

- stress put on the whole system when there are shortages in any aspect of the system. High stress leads to less job satisfaction, which becomes a factor in retention.

- competition with Northern Alberta because of the incentives offered.

- impact of inflation on our budget

- Wonowon need for a new school and additional educational space within that community.

All of these MLA's were attentive, clearly seeking information that would allow them to be of assistance and are available for follow up.

Respectfully submitted, Helen