

**BOARD OF EDUCATION  
SCHOOL DISTRICT 41 - BURNABY**

**Committee of the Whole  
Agenda**

Monday, February 8, 2021, 5:00 pm  
Video Conference

**Confirmation of the Agenda**

**Approval of Minutes**

**Updated Procedural Bylaw 2021**

**New Business**

1. Planning for September 2021
2. Board/Authority Authorized (BAA) Courses

**Adjournment**

**Participants**

Trustees: Jen Mezei (Chair), Bill Brassington (Vice-Chair), Peter Cech, Christine Cunningham, Larry Hayes, Ryan Stewart and Gary Wong

Partner Groups: David Greve (President, BPVPA), Daniel Tetrault (President, BTA), Paul Simpson (President, CUPE 379), Laura Ward (Chair, DPAC) and Lilah Williamson (President, DSAC)

Senior Management: Gina Niccoli-Moen (Superintendent of Schools), Russell Horswill (Secretary-Treasurer), Jeannette Laursoo (Assistant Superintendent) and Wanda Mitchell (Assistant Superintendent)

**THE BOARD OF EDUCATION OF  
SCHOOL DISTRICT No. 41 – BURNABY**

**Procedural Bylaw 2021**

A bylaw to regulate the proceedings of the Board of School Trustees of the Board of Education of School District No. 41 – Burnaby.

WHEREAS                   The School Act provides that a Board of Education may make bylaws to establish procedures governing the conduct of its meetings.

WHEREAS                   The Board’s existing Procedural Bylaw 1978, which was revised in 2010, is to be revised and replaced to reflect current operational requirements and the requirements of the School Act.

THEREFORE               The Board of Education of School District No. 41 – Burnaby, hereafter called the “Board”, enacts Procedural Bylaw 2021 as follows.

**Part 1: Meetings**

1. Inaugural Meeting

- a.       An inaugural meeting of the Board shall be held annually in November. The inaugural meeting shall be held at the time, place and date as determined by the Board in the previous year; and in the event that the Board shall not so determine, then such meeting shall be held at the hour of 7:00 p.m. on the fourth Tuesday in November. Following a general election of Trustees, the Secretary-Treasurer shall convene the first meeting of the Board in accordance to the *Election Act* and the *School Act*.
  - b.       The Secretary-Treasurer of the Board or designate shall call the meeting to order and shall preside at the meeting until a Chair is elected. The Secretary-Treasurer shall announce the results of the general election, if applicable, and shall then report whether or not the Trustees have completed the declarations required by the *School Act*. If they have not been completed beforehand, they shall be completed at this time.
  - c.       The Secretary-Treasurer shall then call for nominations for Chair (seconding is not necessary). Any Trustee may be nominated for Chair. The Secretary-Treasurer will then announce the names of Trustees nominated and at that time any nominee may withdraw their name. If more than one nomination remains for Chair, a vote by secret ballot shall be taken. All Trustees present at the meeting shall have a vote. A clear majority of those voting shall be required for election. If there is no clear majority on the first ballot, balloting shall continue until a clear majority is achieved.
  - d.       The Chair shall then preside over the meeting and call for nominations for the office of Vice-Chair. Any Trustee may be nominated for Vice-Chair. The Chair will then announce the names of Trustees nominated and at that time any nominee may withdraw their name. If more than one nomination remains for the office of Vice-Chair, a vote by secret ballot shall be
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taken. All Trustees present at the meeting shall have a vote. A clear majority of those voting shall be required for election. If there is no clear majority on the first ballot, balloting shall continue until a clear majority is achieved.

- e. If for the election of either Chair or Vice-Chair more than two nominations are received, and if at the first ballot no Trustee receives a clear majority, balloting shall continue until one Trustee shall have received a clear majority. At each successive ballot the name of the Trustee receiving the fewest votes at the previous ballot shall be dropped. If by reason of an equality of votes it is not possible to determine which name shall be dropped, then a special secret ballot shall be taken for that purpose.
- f. The term of office of the Chair and Vice-Chair shall be one year.

## 2. Role of the Board Chair and Vice-Chair

- a. The Chair will preside over all board meetings and ensure that such meetings are conducted in accordance with the Procedural Bylaw.
- b. The Chair will be kept informed of significant developments within the district.
- c. The Chair will keep the Board, Superintendent and Secretary-Treasurer informed of all matters coming to their attention that might affect the district.
- d. The Chair and Vice-Chair will confer in advance with the Superintendent and Secretary-Treasurer on the items included on board agendas.
- e. The Chair will act as the chief spokesperson for the Board by stating positions consistent with board direction and policies except for those instances where the Board has delegated this role to another trustee or staff member.
- f. The Chair will act as ex-officio member of all committees appointed by the Board.
- g. The Chair will represent the Board, or arrange alternative representation, at official meetings or other public functions for which the Board has not appointed a representative.
- h. The Vice-Chair will assist the Chair as appropriate and will act on behalf of the Chair in the event of their absence.

## 3. Regular and Special Meetings

- a. Meetings of the Board shall be held at least once during each month of the school year on a Tuesday at the hour of 7:00 p.m., or upon such other day or days during the month, or at such other hour, or such other place, as the Board may decide. In any case a meeting shall be held at least once in every three months.

- b. A quorum shall be a majority of Trustees holding office at the time of the meeting. Trustees who attend a board meeting via electronic means are “counted for the purpose of establishing a quorum” (See *School Act*, Section 67(7)).
- c. If, thirty minutes after the time appointed for the meeting of the Board, there should not be a quorum present, then the meeting shall stand adjourned to a date to be fixed by the Chair, or, in default of the Chair fixing the date, then until the next regular meeting. The Secretary-Treasurer shall record the names of the members present at the expiration of the thirty minutes.
- d. The Superintendent of Schools, or designate, and the Secretary-Treasurer, or designate, shall be present at all meetings of the Board. The Board may excuse either or both of these officials during discussion of any matter, but no Board action shall be taken unless both officials are present, except for situations where the Board deems it in the public interest to exclude one or both of the officials.
- e. The Board shall not remain in session for more than four hours (Closed and Regular Meeting combined). If in session at the end of that time, the meeting may continue upon the affirmative vote of at least two-thirds of the Trustees then present.
- f. A special meeting of the Board may be called by the Chair or, upon written request of a majority of the Trustees, will be called by the Secretary-Treasurer. No business other than that for which the meeting is called shall be conducted at the meeting.
- g. Forty-eight hours’ notice in writing shall be given of any meeting of the Board by email to the Trustees using the school district provided email account. A notice shall be deemed to have been delivered if reasonable steps have been taken to deliver notice at least forty-eight hours prior to the meeting.
- h. In the case of a special meeting, the business to be conducted shall be set out in the notice. In the case of a regular meeting, the agenda shall be distributed as notice, together if possible, with supporting material.
- i. Written notice of any meeting of the Board may be waived in emergent situations provided that reasonable steps have been taken to notify all Trustees of the meeting and that not less than the number of Trustees required to make a quorum agree to the waiving of written notice.
- j. No act or proceeding shall be valid or binding on the Board unless such act or proceeding shall have been adopted at a meeting called and held as herein provided, and a duly appointed Secretary-Treasurer is present in accordance with the *School Act*.

#### 4. Closed or In-Camera Meetings

- a. Unless otherwise determined by the Board, the following matters shall be considered at a closed meeting from which, in the public interest, persons other than Trustees and Officers of the Board have been excluded:

- i. Personnel matters, including contract and collective agreement negotiations; matters pertaining to individual employees, including medical matters, appointment, promotion, demotion, transfer, conduct, competence, discipline, suspension, termination or retirement; grievances and requests of employees, board officers or their bargaining agents or representatives; plans that relate to the management of personnel or the administration of the Board and that have not yet been implemented or made public.
    - ii. Legal matters: accident claims and other matters where board liability may arise; legal opinions and advice respecting the liability or interest of the Board or respecting any matter to be considered in closed session; information or action regarding legal actions or potential legal actions brought by or against the Board.
    - iii. Matters pertaining to individual students, including medical matters and the conduct, discipline, suspension or expulsion of students.
    - iv. Acquisition and disposition of real property prior to finalization, including future site planning and designation; negotiations regarding purchase, lease, sale or exchange of real property; purchase of real property; consideration of appraisal reports and claims by owners; expropriation procedures.
    - v. Matters pertaining to the safety, security or protection of board property.
    - vi. Other matters where the Board decides that the public interest so requires.
  - b. At the commencement of any such closed meeting a motion shall be made “that the Board considers that the public’s interest requires the exclusion of all persons, other than its members and officers (including resource persons), for the purpose of dealing with the matter(s) before the meeting.” If the motion is carried, the meeting shall proceed and shall deal with the business stated. If the motion is defeated the matter(s) shall be referred to public session.
  - c. All other matters shall be considered in public session unless the Board shall otherwise determine.
  - d. Notwithstanding any rule limiting reconsideration of the agenda, a Trustee may make a motion to move a matter from the agenda of a closed meeting or session to the agenda of the open meeting, or the reverse. The motion requires a seconder, is debatable, and requires a simple majority to pass.
  - e. No Trustee shall disclose to the public the proceedings of a closed meeting unless a resolution has been passed to allow such disclosure, or the matter has already been made public in some other manner.
  - f. The Board shall prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than Trustees or Officers of the Board are excluded. The record of the closed meeting shall be open for inspection at all reasonable times by any person.
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5. Presiding Member

- a. The Chair shall preside at all meetings of the Board. In the absence of the Chair, the Vice-Chair, or in the absence of both the Chair and the Vice-Chair, another member appointed by the Chair shall preside.
- b. Should the Chair, during any meeting of the Board, desire to leave the chair for the purpose of taking part in debate or to propose or second a motion, the Vice-Chair, or in the absence of the Vice-Chair, another member of the Board appointed by the Chair shall preside.
- c. In the event that the Chair should vacate the office during the year or cease to be a Trustee, the Vice-Chair shall be the Chair of the Board for the remainder of the year, and the Board shall elect a Vice-Chair in the manner prescribed in Part 1, section 1, paragraph d.
- d. If the Vice-Chair shall have succeeded to the office of Chair pursuant to Part 1, section 5, paragraph c and shall subsequently vacate the office of the Chair or cease to be a Trustee before a successor as Vice-Chair has been elected, the Trustee senior in membership on the Board, or if there are two or more Trustees of equal seniority then the older or eldest of them, shall act as Chair of the Board pending the election of a new Chair of the Board in the manner prescribed in Part 1, section 1, paragraph c.
- e. If the Vice-Chair shall vacate the office of Vice-Chair or shall cease to be a member of the Board, the Board shall elect a Vice-Chair to serve for the remainder of the year in the manner prescribed in Part 1, section 1, paragraph d.

**Part 2: Agenda**

1. Regular Meetings

- a. The agenda and notice of meeting shall be prepared by the Secretary-Treasurer under the direction of the Board Chair in consultation with the Superintendent of Schools. The order of the agenda shall be generally as follows:
  - Confirmation of the Agenda
  - Delegations
  - Inside Burnaby Schools
  - Approval of Minutes
  - Board Chair Report
  - District Operations – Superintendent’s Report
  - Committee Reports
    - Committee of the Whole
    - Finance Committee
    - Ad hoc Committee(s)
  - District Operations – Administrative Services Report
  - District Operations – Business Services Report
  - Unfinished Business
  - New Business
  - Correspondence
  - Question Period (Timed Item)

- Adjournment
- b. Changes to the order of business may be proposed by any Trustee and shall require a two-thirds vote or unanimous consent.
- c. Only those items included on the agenda shall be considered by the Board unless a two-thirds vote, or unanimous consent of the Trustees agree to consider additional items.

2. Delegations

- a. Delegations comprised of an individual or groups of students, parents, teachers and others are welcome at regular meetings.
- b. Delegations who wish to appear before the Board shall submit an application in writing, outlining the item(s) they wish to present and naming a spokesperson. The Secretary-Treasurer will review the delegation request with the Chair to determine if the request is accepted, and if accepted will then make the appropriate arrangements for the delegation to appear as appropriate. A maximum of ten minutes will be allowed for each delegation to make its presentation.
- c. A delegation accepted to appear before the Board may present written material to the Board which, if provided to the Secretary-Treasurer in advance of the meeting, will be distributed (within reason) to the Trustees.
- d. The Board will hear the delegation's presentation and the Trustees may ask questions for clarification but no recommendations or motions concerning the presentation will be made at the time of the presentation.
- e. The matters raised by the delegation may be considered during the item "New Business" at the same meeting, providing the delegation item is added to the agenda by two-thirds majority vote of Trustees present.

3. Question Period

- a. A question period shall be held in conjunction with each regular Board meeting for a duration as long as deemed warranted by the Chair, but not to exceed twenty minutes.
- b. The following procedures shall apply to questions addressed to the Chair presiding over the "question period":
  - i. Questions or requests for information received by 8:00 a.m. on the Monday preceding the regular Tuesday Board meeting will be answered briefly at the meeting, or clarification will be made regarding the disposition of a written response.

- ii. Questions asked by persons who are present, and who identify themselves by name, will be responded to immediately if the Board has dealt with the matter previously or if an answer based upon an established board decision can be given. If this is not the case, or if officials do not choose to respond, the question will be recorded, and a written response will be provided.
- iii. Questions or inquiries which deal with or reflect upon the personal or professional attributes of individuals will not be recognized.

### **Part 3: Rules of Order**

#### 1. Motions

- a. A motion, when introduced, brings business before the meeting for possible action. A motion should be worded in a concise, unambiguous and complete form and if lengthy or complex, should be submitted in writing.
- b. The Chair may divide a motion containing more than one subject and it shall be voted on in the form it is divided.
- c. No question shall be determined by the Board unless upon motion of a Trustee seconded by another Trustee.
- d. A main motion may be withdrawn by a mover and seconder at any time before final action is reached, provided no Trustee objects.

#### 2. Voting

- a. At all meetings of the Board all questions shall be decided by the majority of the votes of the Trustees present and voting save as otherwise provided by these bylaws or the *School Act*.
- b. Every Trustee present at a meeting of the Board, when a question is put, shall have a vote thereon. This vote shall be in the affirmative or negative or shall be an abstention. The Chair has a vote on all matters which come to a vote before the Board. The Chair does not have an additional vote in the case of an equality of votes.
- c. No Trustee shall have more than one vote on any question whether at a meeting of the Board or in Committee of the Whole or any other committee.
- d. In event of an equality of votes the motion shall be deemed to be negative.
- e. The Chair shall declare the results of all votes. The names of those who voted contrary to the decision and of those who abstained shall be entered in the minutes.

#### 3. Appeals from the Chair

- a. When the Chair or other presiding officer is called upon to decide a point of order or practice, the Chair shall give a decision and state the rule applicable to the case. An appeal from the ruling of the Chair shall be decided by a majority of the members of the Board present. When the ruling of the Chair is appealed against, the Chair shall, without debate, put the question in the following words: “Shall the ruling of the Chair be sustained?” and the Chair has the right to state reasons for the decision given.

4. Reconsideration and Rescission

- a. No question once decided by the Board shall be reconsidered or rescinded during the same calendar year in which the said question was decided unless:
  - i. by order of the majority of the votes of the members present and voting, and
  - ii. the motion for such reconsideration or rescission is brought by a Trustee who voted on the prevailing side when the motion was first adopted or rejected.
- b. Provided, however, that nothing in this section shall be construed as depriving any Trustee who was not a Trustee at the time a decision was reached on a resolution from moving the reconsideration or rescission of such resolution in the same calendar year.

5. Debate

- a. Debate shall be strictly relevant to the question before the meeting. The Chair shall warn speakers who violate this rule or who persist in tedious or repetitious debate.
- b. Speakers shall be recognized by the Chair and shall address all remarks to the Chair.
- c. Each Trustee has the right to speak twice on the same question on the same day but cannot make a second speech so long as any Trustee who has not spoken on that question desires to speak. No Trustee shall speak for more than five minutes at one time.
- d. A matter of privilege (dealing with the rights or interests of the Board as a whole or of a Trustee personally) may be raised at any time and shall be dealt with forthwith before resumption of business.
- e. No Trustee shall interrupt another Trustee who has the floor except to raise a point of order, a point of privilege or to disclose a conflict of interest.

6. Confidential Information

- a. Any documentary or oral information given to or obtained from a Trustee, whether directly or indirectly, and characterized by either the Chair of the Board, a Standing Committee, the Superintendent of Schools or the Secretary-Treasurer as being confidential, shall not be disclosed by any Trustee unless the Board authorizes through majority vote the disclosure of such information.

## Part 4: Standing and Ad-Hoc Committees

### 1. Standing Committees

- a. There shall be the following standing committees of the Board:
    - Committee of the Whole
    - Finance
      - Audit Sub-Committee
    - Management
  - b. The following standing committee representation shall exist:
    - i. The Committee of the Whole shall be comprised of the full Board, along with one non-voting member from the Burnaby Principals' and Vice-Principals' Association (BPVPA), the Burnaby Teachers' Association (BTA), CUPE Local 379 (CUPE), the District Parent Advisory Council (DPAC), and the District Student Advisory Council (DSAC).
    - ii. The Finance Committee is comprised of the full Board. The Audit Sub-Committee shall be comprised of three Trustees and two members of the public.
    - iii. The Management Committee shall be comprised of three Trustees.
  - c. The Board may appoint non-trustees to be regular participants in public standing committees. Board-appointed participants may fully participate in the committee meetings, but only appointed Trustee members of the committee may vote.
  - d. The Chair and member Trustees of each standing and ad-hoc committee shall be appointed annually by the Board on the recommendation of the Chair of the Board at a January meeting after the Chair has had time to consult with all Trustees.
  - e. Standing and ad-hoc committees shall have jurisdiction to consider and make recommendations to the Board in matters assigned to them or in other matters within their terms of reference.
  - f. The dates, times and places of standing committee meetings shall be established at each standing committee's first regular meeting following the Board Chair's appointment of standing committee members. The dates, times and places of standing committee meetings shall be publicized on a regular basis.
  - g. The preparation of the agenda for a standing committee shall be the responsibility of the staff member first named to that committee in cooperation with the committee's chair, and it shall be available at least two days before standing committee meeting dates.
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- h. Meetings of the Committee of the Whole and Finance standing committees normally shall be open to the public. It is recognized that standing committees may meet in-camera to consider such items as described in Part 1, section 4 of this bylaw. Members of the public attending public meetings will do so as observers only.
- i. If any vacancy shall occur in a standing committee of the Board, the Board shall name a successor to fill the position.
- j. The Board may from time to time appoint ad-hoc committees to consider or inquire into any specified matter and to report to the Board. The Chair and the member Trustees of an ad-hoc committee shall be appointed by the Board, but the combined number shall not exceed three. The Board may appoint non-trustee participants to ad-hoc committees who may fully participate in the committee meetings, but only appointed Trustee members of the committee may vote.
- k. A quorum for a committee shall be a majority of the member Trustees.
- l. The Chair of the committee shall preside and may vote on all motions. In the absence of the Chair, the members may appoint one of their number to act as Chair for the meeting.
- m. All committees shall report their recommendations to the Board in writing. A minority of any committee may also report to the Board in writing.
- n. Meetings of committees shall be convened by the Chair of the committee. Any two Trustee members of a committee may require a meeting of the committee to be convened.
- o. Any member of the Board may attend meetings and participate in discussion of any committee, but only appointed Trustee members of the committee may vote.
- p. Action of any committee shall not be binding until formally approved by the Board.
- q. The Superintendent of Schools or the Secretary-Treasurer or designate shall keep the Chair of each of the committees informed of matters within the jurisdiction of the committee.
- r. The Chair of each committee shall designate a member to act as Chair in their absence. Such appointee shall assume all the powers and duties of the Chair when acting as such.

2. Terms of Reference

a. Committee of the Whole

- i. Strategic Plan: To review and confirm direction contained in the Board Strategic Plan, including receiving progress reports from staff.
- ii. Education: To consider matters affecting educational programs of the school district and make recommendations when appropriate. To receive and consider reports and

recommendations from district staff, partner groups and community groups on matters referred by the Board.

- iii. Building & Grounds: To consider matters of building construction, maintenance of district facilities, transportation and custodial services. To formulate long-range plans for school district physical facilities.
- iv. Youth and Community Services: To consider matters affecting the youth and community services programs of the school district and make recommendations where appropriate. To receive and consider reports and recommendations from district staff, partner groups and community groups on youth and community services matters referred by the Board.
- v. Policy Development: To consider questions of overall school district policy. To ensure existing school district policies are updated in accordance with the provisions of the *School Act* and other provincial legislation.
- vi. General: To make recommendations to the Board on matters affecting the annual budget. To consider such other matters as may be referred by the Board and make recommendations thereon as required. To consider matters pertaining to Board advocacy and community relations.

b. Finance Committee

- i. To make recommendations to the Board on the district's business and accounting services.
- ii. To make recommendations to the Board on the district's capital and operational budgets.
- iii. To receive and discuss input from stakeholder groups regarding finance matters referred to the committee.
- iv. To work with and receive information from the Audit Sub-Committee.
- v. To provide advice and information to the Board to support the effective and efficient financial and capital operation of the district.
- vi. To consider such other matters as may be referred by the Board and make recommendations thereon as required.

c. Management Committee

- i. To consider questions of overall school district management.
- ii. To consider appointments, salaries and benefits, working conditions, employee contracts and other personnel matters.
- iii. To make recommendations to the Board on those sections of the annual budget which pertain to personnel or to other matters not encompassed by the deliberations of the Board's other standing committees.

- iv. To consider such other matters as may be referred by the Board and make recommendations thereon as required.

### **Part 5: Bylaws**

- a. Unless expressly required to be exercised by bylaw, all powers of the Board may be exercised by bylaw or resolution.
  - b. Written notice of intention to propose a bylaw shall be given at least 48 hours in advance of the meeting when the bylaw is to be proposed. Notice is deemed to be provided if the item is included in the agenda package distributed at least 48 hours in advance of the meeting.
  - c. The procedure for handling bylaws shall be as follows:
    - i. A written or printed copy of the bylaw shall be in possession of each Trustee and made available to each member of the public in attendance at the meeting and a brief explanation of the bylaw provided.
    - ii. A Trustee, seconded by another Trustee, shall move that “this bylaw be now read a first time” and the question determined without amendment or debate. After this motion is passed the bylaw is read a first time.
    - iii. A Trustee, seconded by another Trustee, shall move that “this bylaw be now read a second time”. The Trustees discuss the principle of the bylaw. If the motion for second reading is passed, the bylaw is read a second time. The Trustees either fully discuss the bylaw or refer it to a committee, or both. If the bylaw is not referred to a committee the Trustees proceed to a third reading. If the bylaw is referred to a committee the committee shall be instructed when to report back to the Board.
    - iv. At the time set for the report of a committee on a bylaw any amendments proposed shall be discussed and the bylaw debated. Trustees then proceed to third reading. If amendments are other than minor, the bylaw shall be revised and reprinted and distributed to the Trustees.
    - v. The Board shall not give a bylaw more than two readings at any one meeting unless the members of the Board who are present at the meeting unanimously agree to give the bylaw all three readings at the meeting.
    - vi. At the time of the third reading any new amendments proposed shall be dealt with and the bylaw debated. When the proposed amendments are accepted or rejected and the debate has concluded, a Trustee, seconded by another Trustee, shall move “that this bylaw be read for a third time” and, if passed, the bylaw is read for a third time.
    - vii. Following the third reading a Trustee, seconded by another Trustee, shall move that “the bylaw having been read a first, second and third time, be finally passed and adopted the 26<sup>th</sup> day of January, 2021; that the Chair of the Board (or whoever
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presided at this time) and the Secretary-Treasurer be authorized to sign the bylaw; and that the bylaw be sealed with the corporate seal of the Board”.

- d. A bylaw which has been typed and distributed to the Trustees shall be deemed to be read when its title is read, but if any three Trustees then present so require, the whole or any designated part or parts thereof shall be read in full.

**Part 6: Amendments and Interpretations**

- a. No amendment to the bylaws of the Board shall be made unless due notice thereof in writing, setting forth the proposed amendment, shall have been given at a meeting previous to that at which the amendment comes up for consideration, and a majority of the members present at the time of the meeting vote therefore.
- b. All words in these bylaws in the singular and masculine shall, when the context so requires, include the plural and feminine, and vice versa.
- c. The rules and procedures in Robert’s Rules of Order, Revised, shall govern, so far as applicable, in all cases not specifically provided for in the bylaw.

Read a first time the 26th day of January, 2021.

Read a second time the 26th day of January, 2021.

Read a third time, passed and adopted the 26th day of January, 2021.

Original Signed

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Board Chair

Original Signed

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Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of the Board of Education of School District No. 41 (Burnaby) Procedural Bylaw 2021, adopted by the Board the 26th day of January, 2021.

Original Signed

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Secretary-Treasurer

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# Committee of the Whole Report

Date: February 8, 2021  
To: Board of Education and Partner Groups – Regular Meeting  
From: Jeannette Laursoo & Wanda Mitchell, Assistant Superintendents  
Subject: Planning for September 2021

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## **Background:**

The Board of Education 2019-2024 Strategic Plan contains the following goals and objectives under the key priority “**Strengthened By Partnerships**”:

Goal 1 - Deepen engagement and collaboration and information sharing with educational and community partners, and families

iv) Increase meaningful opportunities to engage partner and local groups in consultation and dialogue, and

Goal 2 - Increase opportunities for student voice and engagement

i) Identify innovative means and additional opportunities to enhance student input and agency.

## **Introduction:**

For the past number of months staff have been gathering data from a variety of sources regarding educational planning for September 2021, anticipating a return to Stage 1 of The BC Return to School Plan. Sources include secondary school survey data, secondary school first quarter report card results, and anecdotal data from all elementary schools including information gathered during the first formal reporting period in the Fall of 2020. Elementary and secondary second term/quarter report card data will also be collected and analyzed.

In December, the district also used Thoughtexchange as a platform to gather thoughts and ideas regarding the following question:

“What are some important things we should consider about student learning as we develop our plans moving forward?”

Participation in the survey was anonymous and feedback was solicited from students in grades 6-12, parents/guardians, and staff including BTA, CUPE, BPVPA and district exempt professional staff.

As participants provided their thoughts and feedback, we asked them to consider the following:

- What's working well and what could enhance students' learning experience?
- If COVID-19 were over tomorrow what would you keep?
- What schedule changes, such as staggered start times, do you think are working well?

- Please also consider sharing your thoughts on the quarter system and/or the mix of online and in-person learning for senior grades.
- What are the key things you feel are important for students' feelings of connectedness to school?

**Considerations:**

As data was collated and analyzed, a number of themes emerged based on the most popular thoughts and feedback:

**Thriving Students**

- Elementary In-School Learning
- Secondary In-School Learning
- At Home Learning

**Inclusive & Caring Community**

- Mental Well-Being
- Social Emotional Learning

**An Inspired Workplace**

- Thank You Burnaby Schools!

**Strengthened By Partnerships**

- Communication

**A Modern, Safe, and Sustainable Learning Environment**

- Health & Safety
- Access to Technology

**Next Steps:**

As planning continues for the 2021/2022 school year including budget considerations, staffing and program planning, areas of continued focus include:

- Student achievement/work habits
- Mental well-being and social emotional learning (SEL)
- Quarter vs semester vs linear
- Remote learning opportunities
- Flexible/staggered schedules
- Community building

All feedback and thoughts have been categorized and highlighted in the attached presentation for your consideration.



# PLANNING FOR SEPTEMBER 2021

Committee of the Whole  
February 8, 2021  
Jeannette Laursoo & Wanda Mitchell  
Assistant Superintendents

# PLANNING FOR SEPTEMBER 2021

As we plan for September 2021, data from the following sources has been collated and analyzed:

- Thoughtexchange survey results
- Anecdotal data from all elementary schools including information from first term informal report cards
- Secondary school-based survey results
- Secondary first quarter report card results

# THOUGHT EXCHANGE SURVEY

Friday December 1, 2020 – Wednesday, December 9, 2020

- All Parents/Guardians of Students
- Students from Grades 6-12
- Staff: Teachers (BTA)/ Support Staff (CUPE)/Administration (BPVPA)/ District Exempt Professional Staff

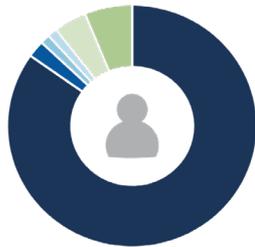
“What are some important things we should consider about student learning as we develop our plans moving forward?”

# BREAKDOWN OF PARTICIPATION - COMMUNITY

What is the current learning model for you or your child?

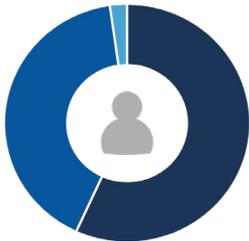
 **3,481**  
Thoughts

 **81,305**  
Ratings



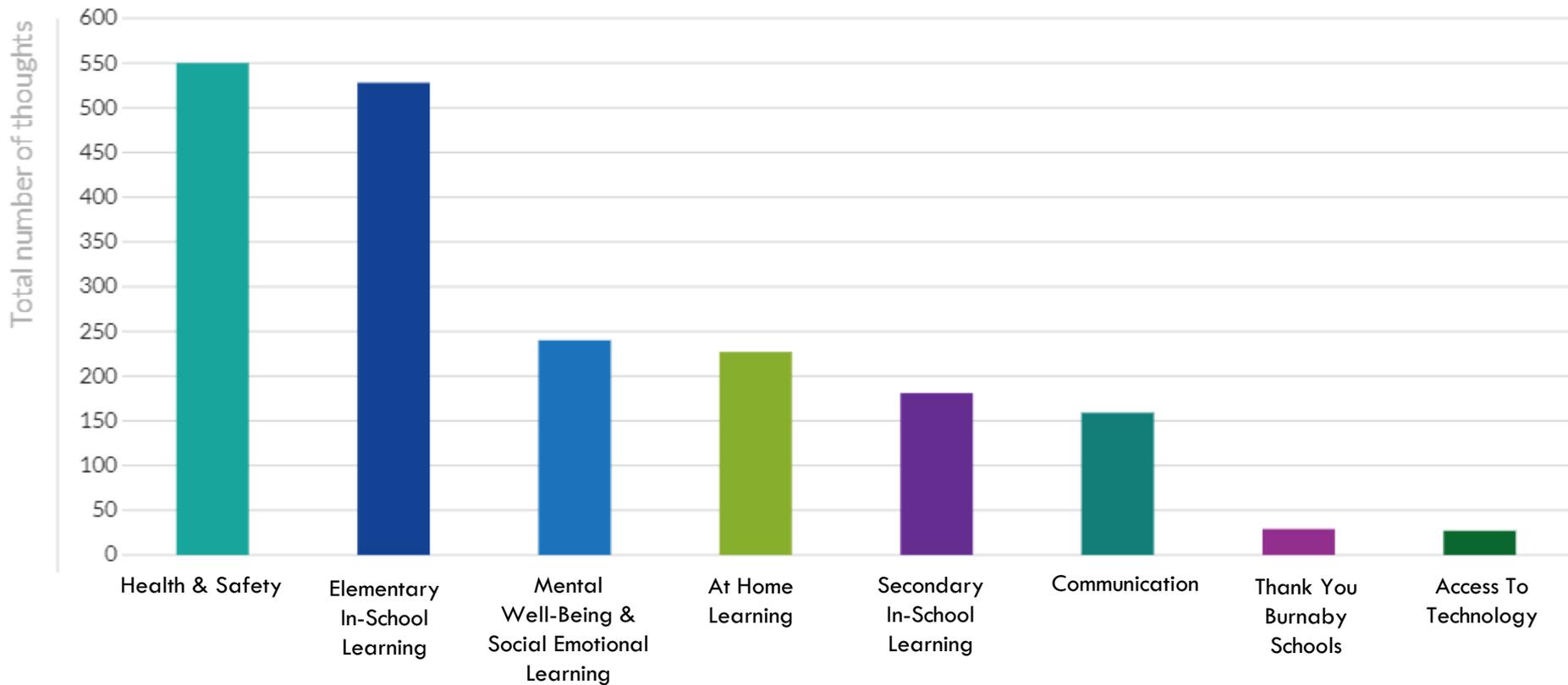
%		Answer
86%	(2502)	■ Attending In-school Learning K-12
2%	(51)	■ At Home Learning K-7
0%	(18)	■ At Home Learning 8-10
1%	(34)	■ At Home Learning for Medical Reasons K-7
1%	(28)	■ At Home Learning for Medical Reasons - Secondary
4%	(114)	■ Burnaby Online (Distributed Learning K-12)
6%	(165)	■ Transitions Option K-7
0%	(8)	■ Homeschooling

Please select your grade range, or the grade range that your thoughts are most closely connected to:



%		Answer
57%	(1695)	■ Kindergarten - Grade 7
41%	(1229)	■ Grade 8 - Grade 12
2%	(43)	■ Other

# COMMUNITY PRIORITY THEMES

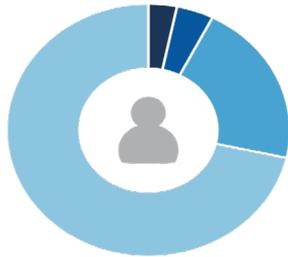


# BREAKDOWN OF PARTICIPATION - STAFF

Please select the role that best describes you:

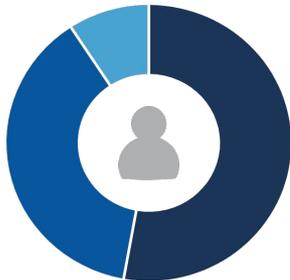
 364  
Thoughts

 7,312  
Ratings



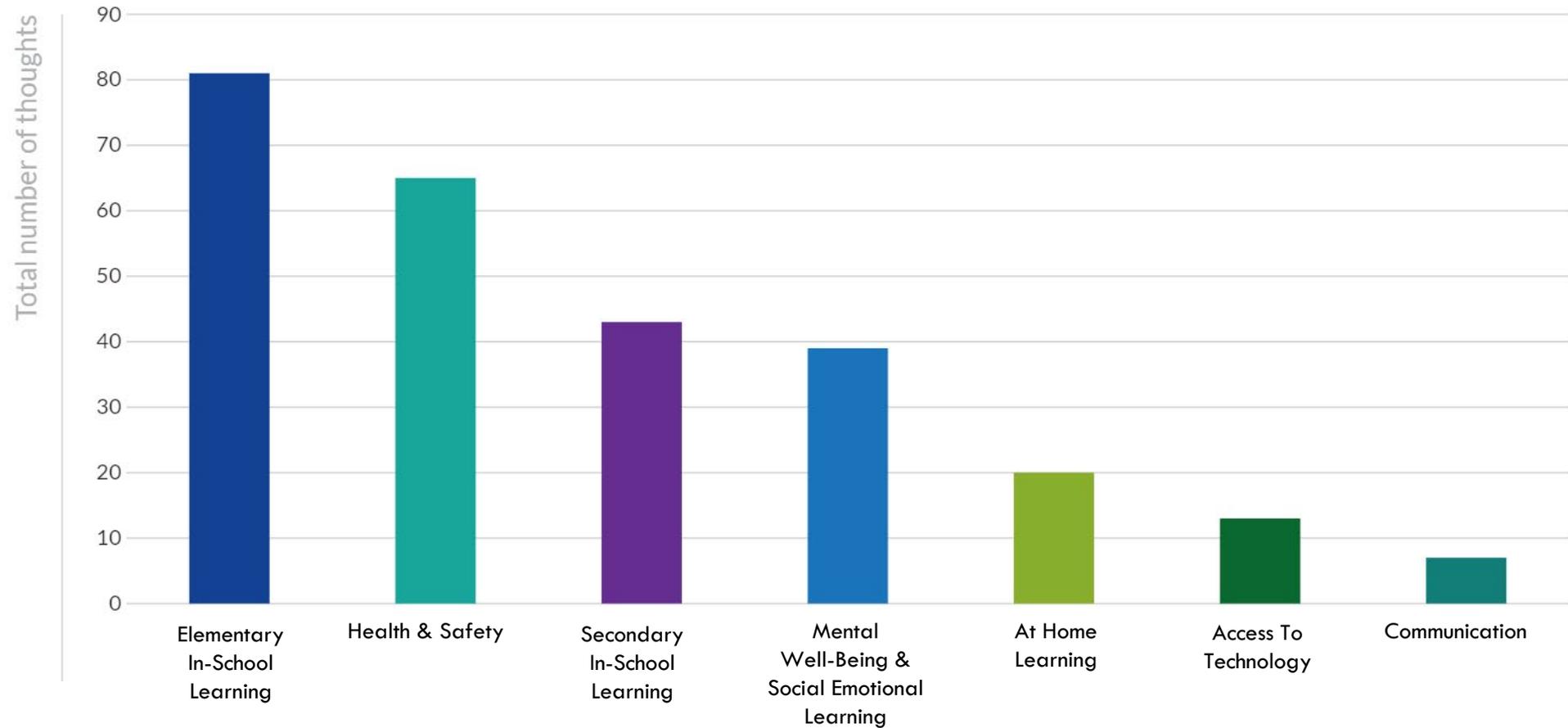
%		Answer
3%	(7)	 Administration (BPVPA)
4%	(11)	 Exempt/Professional Staff
21%	(53)	 Support Staff (CUPE)
72%	(180)	 Teacher (BTA)

Please select the grade range that your thoughts are most closely connected to:

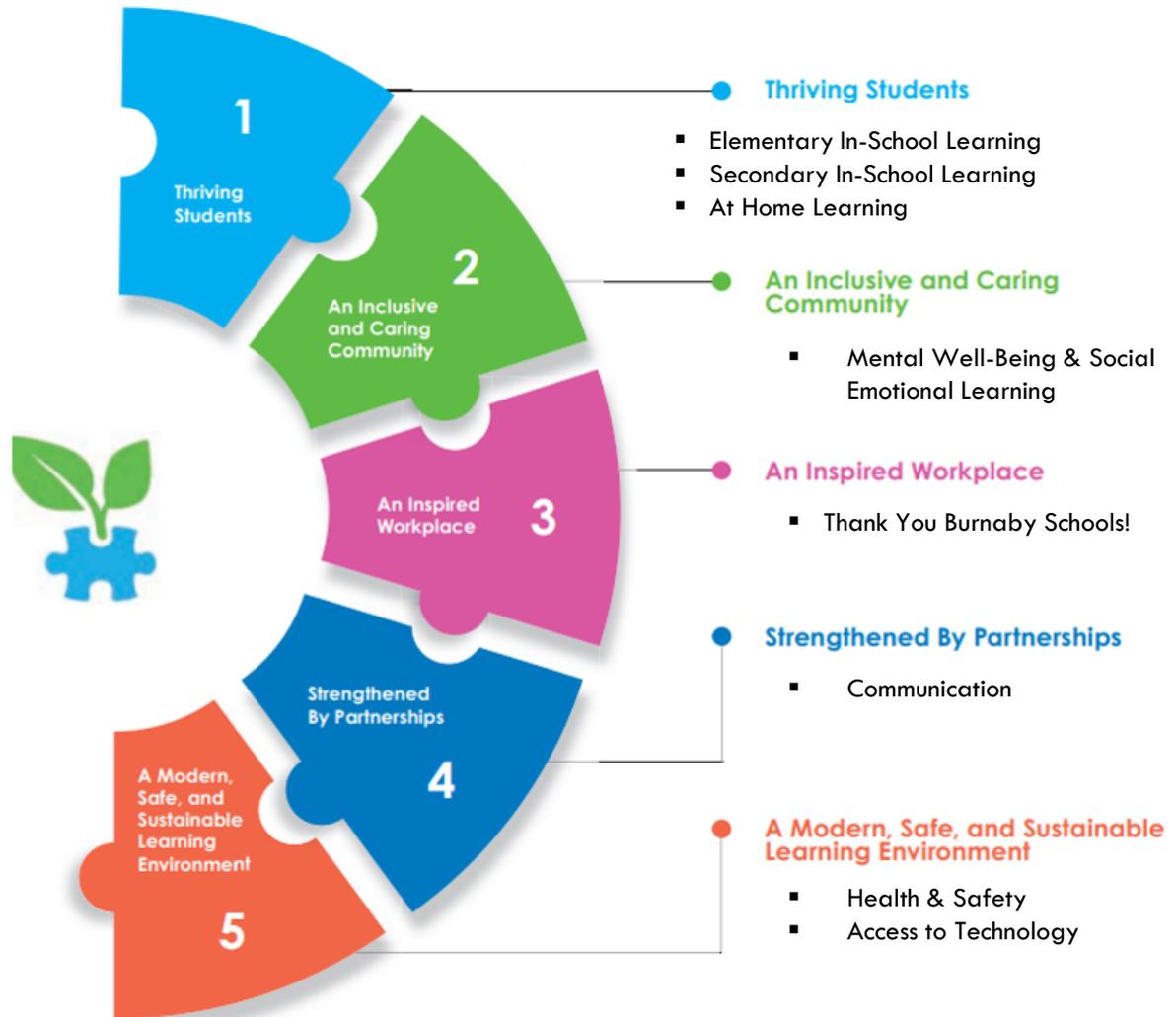


%		Answer
53%	(132)	 Kindergarten - Grade 7
38%	(95)	 Grade 8 - Grade 12
9%	(23)	 Other

# STAFF PRIORITY THEMES



# ALIGNMENT OF THEMES WITH THE BURNABY BOARD OF EDUCATION STRATEGIC PLAN



# ELEMENTARY SCHOOLS

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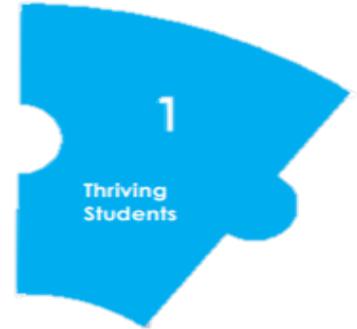


**Thriving  
Students**

# ELEMENTARY SAMPLE SCHEDULE

Times	Intermediate Students	Primary Students
8:50 am	Start @ 8:50am	
9:05 am	Instruction	Start @ 9:05am
10:15 am	Recess (10:15 –10:30am)	Instruction
10:35 am	Instruction	Recess (10:35-10:50am)
11:55 am	Outside for lunch (11:55 –12:15pm)	Eating lunch (11:55-12:15pm)
12:20 pm	Eating lunch (12:20 –12:40pm)	Outside for lunch (12:20-12:40pm)
12:45 pm	Instruction	Instruction
2:47pm	Dismissal @ 2:47pm	
3:02 pm		Dismissal @ 3:02pm

# ELEMENTARY IN-SCHOOL LEARNING - FEEDBACK SUMMARY



## Academic Achievement / Work Habits

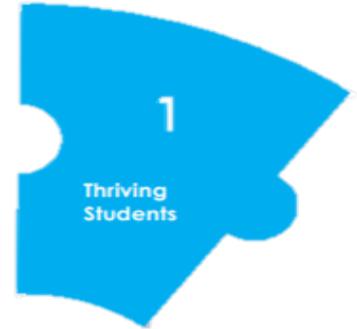
### To Consider

- Learning gaps in reading, writing and math have been identified in varying degrees across grade levels. Deficits in writing are being reported more consistently in Kindergarten through grade 7.
- A loss of independence and a decrease in the ability to focus for sustained periods of time.

### Positive Outcomes

- Increased interest in continuing with outdoor learning experiences.
- Gaps in academic achievement and work habits are closing as students spend more sustained time in school.
- Will have a more detailed understanding of potential learning gaps after analyzing and comparing this year's report card data with report card results from last year.

# ELEMENTARY IN-SCHOOL LEARNING - FEEDBACK SUMMARY



## Staggered Schedules

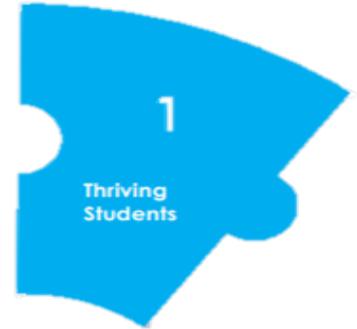
### To Consider

- Can be challenging for families with children attending different schools.
- Can be challenging to schedule children within the same family.
- Students interacting with peers is more limited with fewer students outside at recess and lunch.

### Positive Outcomes

- Staggered start and end times create less vehicular traffic during drop off and pick up.
- Less congestion in common areas in schools.
- A decrease in peer conflict during recess and lunch with fewer students outside at the same time.

# ELEMENTARY AT HOME LEARNING - FEEDBACK SUMMARY



## To Consider

- Students sharing technology with siblings has created challenges for some families.
- Ensure students have strategies/tools to be able to work more independently.
- Consider incorporating physical activity and exercise.
- Blend of remote and in-school learning.
- Parental support required and amount of support varies depending on age of student.

## Positive Outcomes

- Some students are demonstrating improvement in academic results as well as lower absenteeism.
- Ongoing communication among staff and students as well as community building have been identified as key factors in remote learning.

# SECONDARY SCHOOLS

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Thriving  
Students

## BELL SCHEDULE – 2020-21

### SCHEDULE FOR JUNIOR PROGRAM (GRADES 8/9)

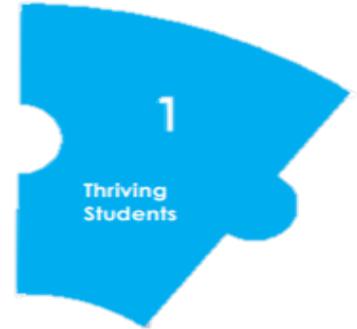
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45am – 11:35am	PERIOD 1  <i>15 minute Nutrition Break included in Period 1</i>				
11:35am – 12:15pm	LUNCH				
12:15pm – 2:45pm	PERIOD 2  <i>Break time included in Period 2</i>				

## BELL SCHEDULE – 2020-21

### SCHEDULE FOR SENIOR PROGRAM (GRADES 10/11/12)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45am – 9:15am	Flexible Student Support Time				
9:15am – 11:25am	PERIOD 1				
11:25am – 12:15pm	LUNCH				
12:15pm – 2:25pm	PERIOD 2 A	PERIOD 2 B	PERIOD 2 ONLINE	PERIOD 2 A	PERIOD 2 B
2:25pm – 2:55pm	Flexible Student Support Time				

# SECONDARY IN-SCHOOL LEARNING - FEEDBACK SUMMARY



## Quarter System

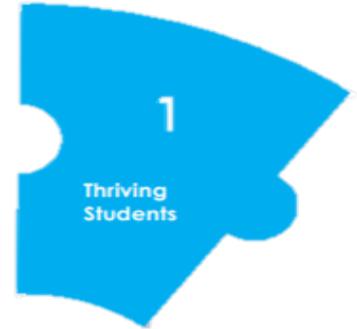
### To Consider

- Placement of courses in timetable from year to year can lead to large gaps in time between courses.
- Challenges with scheduling prep time consistently throughout the year.
- Condensed schedule and two challenging courses in 1 quarter is difficult for some learners.
- Heavier workload for students due to pace of quarter system in Q1.
- PE Classes for 2.5 hours is too long and only 10 weeks throughout the year.
- Students missing out on the gradual building of skills due to the courses being 10 weeks long.

### Positive Outcomes

- Focusing on 2 courses in a quarter is good.
- Quarter system is easier to manage and focus.
- Longer classes in the quarter system is positive.
- Students can immerse themselves in 2 courses.
- The opportunity for students to be able to continue to take a variety of core and elective courses.

# SECONDARY IN-SCHOOL LEARNING - FEEDBACK SUMMARY



## Scheduling

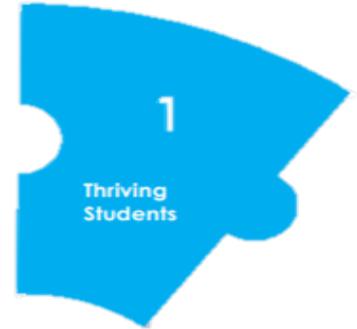
### To Consider

- Shorten junior class time.
- Senior classes work better in the in-person morning schedule than in the afternoon blended class schedule.
- Regularly switch between blended and in-person classes.
- Consider the travel time from school to home before blended classes begin in the afternoon.
- AP classes in the afternoon have less in-person instruction to learn concepts. Ensure students are prepared for post-secondary.
- The pandemic limits any performances. Students who excel in performance courses such as dance, music, and drama are missing opportunities to shine.
- Students miss extracurricular activities not offered to its fullest due to the pandemic.

### Positive Outcomes

- Later start time for seniors.
- Flexible time.
- In-person instruction preferable for student learning.
- Longer class periods give more time for building relationships.
- Blended Learning works well for some students.

# SECONDARY IN-SCHOOL LEARNING - FEEDBACK SUMMARY



## Attendance

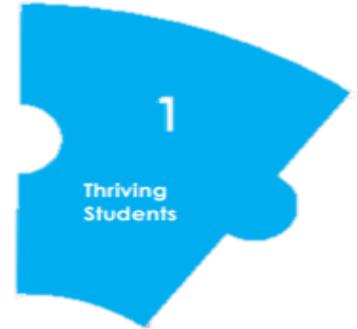
### To Consider

- Students can fall behind more rapidly in quarter system when absent for an extended period of time.
- Preference of students/parents to have in-person and online instruction simultaneously.

### Positive Outcomes

- Noticed a decrease in absenteeism and tardiness.

# SECONDARY AT HOME LEARNING - FEEDBACK SUMMARY

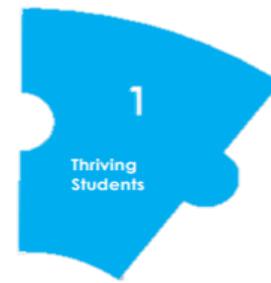


## To Consider

- Students are competing for laptop time, personal space at home.

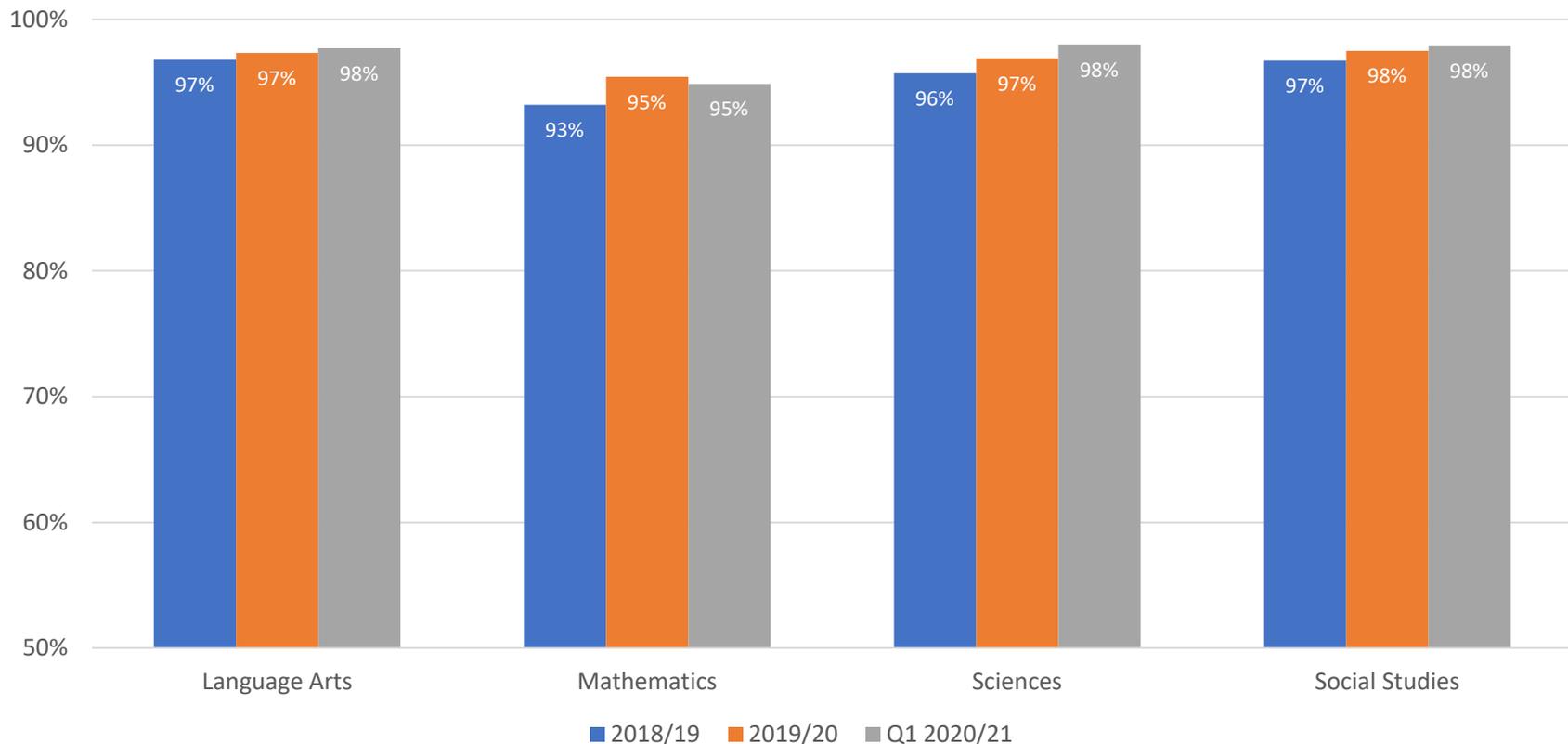
## Positive Outcomes

- The use of Teams has been beneficial for the At Home Learning Program. A central place to gather and share information remotely means staff and students can feel more connected and collaborate better.
- Online lessons recorded and available for reference are helpful.

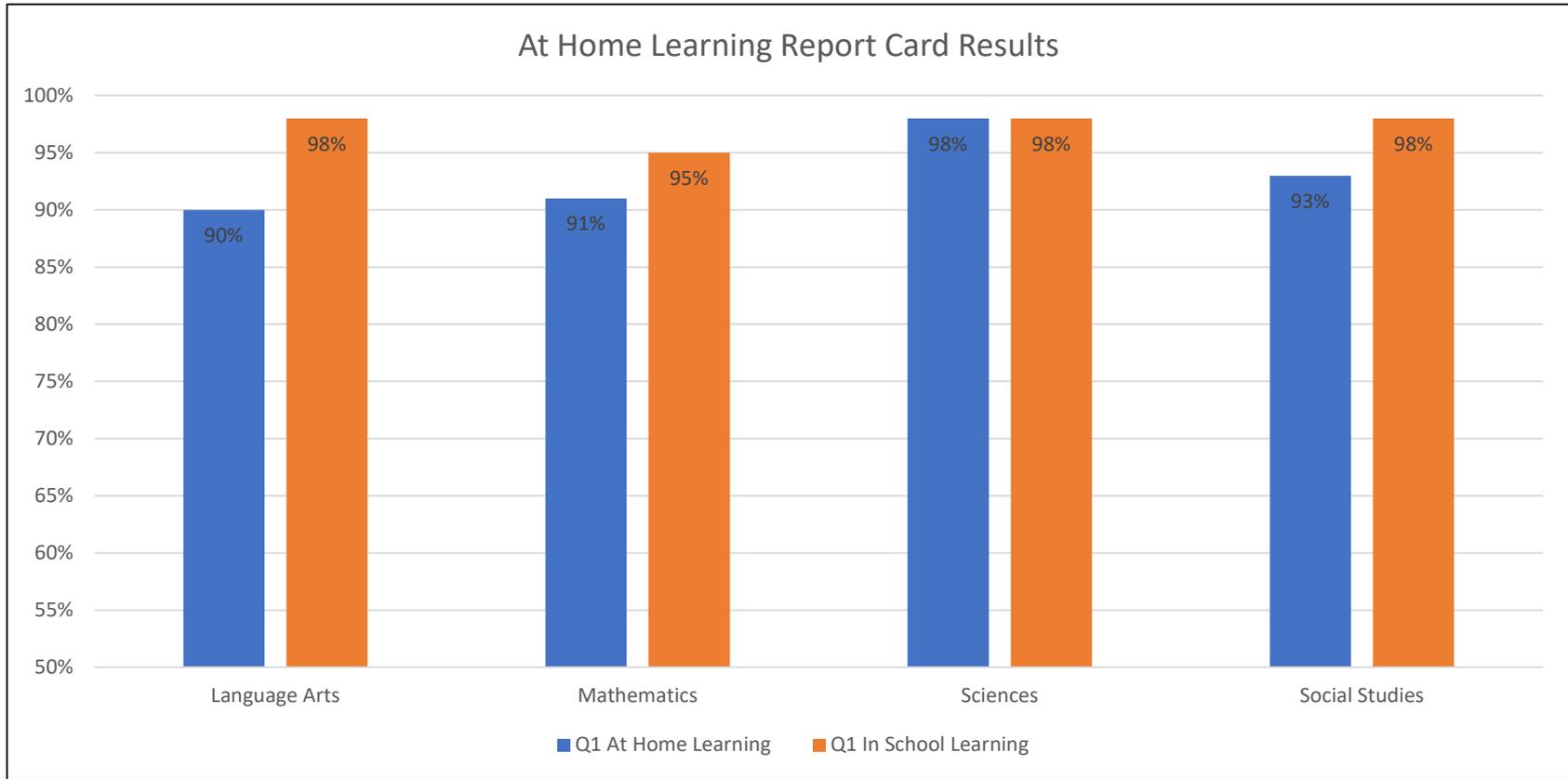
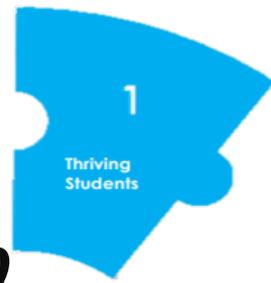


# REPORT CARD RESULTS SUMMARY FOR GR 8-12

Report Card Results: Students with a Passing Grade



# AT HOME LEARNING REPORT CARD RESULTS SUMMARY FOR GR 8-12



# MENTAL WELL-BEING AND SOCIAL EMOTIONAL LEARNING

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**An Inclusive  
and Caring  
Community**

# MENTAL WELL BEING & SOCIAL EMOTIONAL LEARNING FEEDBACK SUMMARY FOR K-12

## Key Takeaways

- Social and peer interactions are important to student well-being.
- A focus on mental well-being of staff and students.
- Importance of community and feeling of connectedness to school.
- Maintain a focus on trauma-informed practice.
- Seen an increase in requests from families for mental health support.
- Social emotional check-ins and strategies to monitor emotions and remain positive will need to continue.



# COMMUNICATION

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**Strengthened  
By Partnerships**

# COMMUNICATION – FEEDBACK SUMMARY FOR K-12

## Key Takeaways

- Ongoing communication between teachers and students through the use of online tools has been positive.
  - **Eg. Microsoft Teams**
- Continue to provide virtual options for parents for events or check ins.
  - **Eg. parent/teacher conferences.**
- Use of technology has improved communication among staff, especially those staff members working part time.
- Continue the great support and communication to families, students, and staff
- Online tools, such as Teams and Zoom have provided greater collaboration with parents/caregivers and community partners



# HEALTH & SAFETY ACCESS TO TECHNOLOGY

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*A Modern, Safe,  
and Sustainable  
Learning  
Environment*

# HEALTH & SAFETY – FEEDBACK SUMMARY FOR K-12

## Key Takeaways

- Continue with current health & safety protocols.
- Encourage students to wear masks.
- Proper ventilation in schools.
- Continue with hand washing hygiene.



# ACCESS TO TECHNOLOGY- FEEDBACK SUMMARY FOR K-12



## To Consider

- Bring Your Own Device (BYOD) as an option for students.
- More IT education for students to help them as they work on different platforms.
- Professional development for teachers with a focus on technology and blended learning.
- Provide more laptops for students.
- Access to appropriate online learning resources for all grade levels.

## Positive Outcomes

- A significant step forward in staff knowledge and usage of technology.
- Technology allows teachers to maximize educational opportunities for students.
- All students have a Microsoft Teams account.
- Use of technology to connect with guest speakers from around the world.

**THANK YOU  
BURNABY SCHOOLS!**

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**An Inspired  
Workplace**

# THANK YOU BURNABY SCHOOLS FEEDBACK SUMMARY FOR K-12



- Teachers and school staff do a great job. I admire and appreciate their adaptability to the situation. *Parent/Guardian*
- Teachers are rock stars! Great job! Thank You! *Parent/Guardian*
- Thank you for keeping schools open! It has helped provide much needed academic and social opportunities for our kids during their key developmental years. *Parent/Guardian*
- Just wanted to say thank you to all staff. Great work being done. *Parent/Guardian*
- I appreciate everything teachers do. Wishing them the best. *Parent/Guardian*
- Thank you to the schools and teachers for working so hard to safely provide in-class learning. You are appreciated. *Elementary Student*
- Administration at our school has be impressive under such difficult circumstances. *Parent/Guardian*



# NEXT STEPS

- Review feedback from Committee of the Whole
- Review Elementary Second Term and Secondary Quarter 2 Report Card data
- Review At Home Learning Survey data
- Continue to collect and analyze anecdotal data from schools
- Secondary schools collecting additional feedback from their community at the end of Quarter 3
- Present recommendations regarding planning for Fall 2021 to the Board of Education

## Areas of Continued Focus Include:

- Student achievement / work habits
- Mental well-being and social emotional learning
- Quarter vs semester vs linear
- Remote learning opportunities
- Flexible / staggered schedules
- Community building

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# Committee of the Whole Report

Date: February 8, 2021  
To: Board of Education and Partner Groups – Regular Meeting  
From: Jeannette Laursoo, Assistant Superintendent  
Subject: Board/Authority Authorized (BAA) Courses

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## **Background:**

The Board of Education 2019-2024 Strategic Plan contains the following objective under the key priority “**Thriving Students**”, Goal 1 – Engage students in individualized, relevant and innovative learning opportunities:

- i) Expand program options that meet the needs and interests of our student population.

## **BAA Approval Process:**

Board/Authority Authorized (BAA) courses are offered to students in grades 10-12 and need to be approved by the Board of Education prior to the school year in which the course will be offered. BAA courses may be developed by educators who would like to explore content beyond the boundaries of the Ministry of Education curriculum, respond to the local needs of schools and their communities, or provide choice and flexibility for students. Prior to submission of the BAA course for approval, teachers complete the BAA course framework. This framework includes the course title, grade level, and number of credits. It also includes the course synopsis, goals and rationale, Indigenous worldviews and perspectives, big ideas, curricular competencies and content, recommended instructional and assessment components, and learning resources.

As part of the engagement process, proposed BAA Courses are first shared with department members, and then department heads, if necessary. Once the school principal or designate has reviewed the BAA courses and any feedback that has been gathered, it is forwarded to the Director of Instruction and Assistant Superintendent for presentation to the Committee of the Whole.

## **Proposed BAA Courses:**

### Hip Hop Literacy 12

Hip Hop Literacy 12 will provide students an opportunity to learn about and appreciate an important genre of contemporary music, hip hop. This course focuses on the historical progression of hip hop and situates hip hop's impact on the world of literacy, poetry, and global society. Students will be able to place hip hop music and culture into a cultural, social, political, historical and philosophical context. Major concepts, such as poverty, resistance, decolonization, racial justice, and social movements will be deconstructed. Students will analyze hip hop lyrics, aesthetics, and values, as well as themes around Truth and Reconciliation, and decolonization by analyzing lyrics of Indigenous hip hop artists.

### Astronomy 11 – The Solar System

Astronomy 11 is an introductory course on the history of astronomy and our solar system. Students will focus on a variety of topics ranging from ancient astronomy to modern day developments in the field. Topics include ancient astronomy; formation and evolution of the solar system, the planets, stars, moons, sun and minor members of the solar system; working with telescopes and observing the night sky; and space exploration.

### Developing English Strategies 10 and Expanding English Strategies 10

Developing English Strategies 10 is designed to assist students in the development of their expressive and receptive language skills. The course focuses on developing strategies needed to read, write and extract information successfully in English. Students in Expanding English Strategies 10 will focus on developing strategies needed to respond successfully in English, as well. In both courses, students will demonstrate English language proficiency in oral, visual, and simple written forms using present and past tenses.

### World Dance 10

World Dance 10 uses a progressive learning model to introduce the dance styles from different parts of the world. Students will be introduced to dance technique, vocabulary, customs, and history of various world dance styles, as well as other aspects such as costuming and performance. Students will develop an understanding and appreciation of the diversity, roles, and influences of world dance within society. Students will be given opportunities to team build and share their learning with others while building critical thinking strategies to solve problems in a team environment.

### World Dance 11

World Dance 11 uses a progressive learning model to introduce various dance styles from different world cultures. In this course, students will learn dance technique, vocabulary, customs, and the history of various world dances. Students will develop a continuing awareness, understanding, and appreciation of the diversity, roles, and influences of world dance within past and present society. Students will continue their learning of theory, as well as other aspects such as traditional dress and performance. An extension of World Dance 10, students will learn how to team build, share their learning with others, lead, and think critically when presented with new problems.

### World Dance 12

World Dance 12 offers students an in-depth look at dance styles of various world cultures through a progressive learning model. Students will demonstrate an understanding and appreciation of the history, diversity, roles, and influences of various dance styles within our modern society. Students will build their knowledge of cultural history, vocabulary, dance theory, as well as other aspects such as traditional dress and performance. Team building skills will be strengthened as students implement opportunities for sharing with their peers and within the local community. An extension of World Dance 11, students will master various forms of dance technique, develop important leadership skills, and critically think about the world around them at the local and global levels.



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Burnaby School District	<b>School District/Independent School Authority Number:</b> SD41
<b>Developed by:</b> Bal Dhillon and Eddie Fong	<b>Date Developed:</b> November 2020
<b>School Name:</b> Byrne Creek Community School	<b>Principal's Name:</b> Effie Aadland
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Hip Hop Literacy 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4 per semester	<b>Number of Hours of Instruction:</b> 120 hours per semester

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

n/a

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

Standard school learning space, access to projector and speakers.

**Course Synopsis:**

Hip Hop Literacy is a course that will provide students an opportunity to learn about and appreciate Hip Hop as an important genre of contemporary music. Students will be able to place Hip Hop music and culture into a cultural, social, political, historical and philosophical context. The course will cover several styles and trends of hip hop, through analyzing hip hop lyrics, aesthetics, and values; the course will trace Hip Hop from its 1970s origin in the Bronx, New York to its prominent position worldwide, focusing on historical progression as well as situating hip hop's impact on the world of literacy, poetry, and global society. Through this analysis of lyrics as poetry, and rappers as authors, students will be deconstructing major concepts such as poverty, resistance, decolonization, masculinity, misogyny, homophobia, feminism, love, racial justice, and social movements.

The course will begin by analyzing the looping of the break beat on funk albums by the early pioneers of the genre. These lyrics will be analyzed as poetry and will be situated in the socio-economic and historical implications in which they were written – namely the abject poverty in New York, the rise of criminal gangs after the fall of the Black Panthers and the Civil Rights movement, and the expansion of corporate America. The course will trace lyrics and their transformation,

from community building and “party” lyrics, to storytelling, aggressive expression of masculinity, to the more somber and emotional lyrics we have today. The course will also examine the styles of Hip Hop and their evolution, from break beats on funk records, to the use of 808 drums and snares. The course will also examine the use of music videos, their positive and negative impact on the music industry, and will conclude with student-generated and presented units on more recent trends in the lyrics and aesthetics of Hip Hop.

Students are exposed to Hip Hop on a regular basis as it has crossed over into popular culture and become a global phenomenon. This course aims to enhance their appreciation and understanding of Hip-Hop culture. It aims to enhance their ability to critically listen and discuss Hip Hop music in a historical and poetic context, with the ability to situate hip hop culture in socio-economic, historical and political contexts.

**Goals and Rationale:**

Young people are exposed to hip hop on a regular basis, and many students embrace Hip Hop culture. That culture has a worldview, values, beliefs, and aesthetics. The study of hip hop, like any major cultural movement, provides context to the times in which it was developed – a history that encompasses racial tensions, government policies, media, poverty, progressive mindsets and much more. Often students do not analyze the lyrics they are listening to from a critical lens, nor do they understand the historical context from which those lyrics come from. Using Hip Hop culture as a way to teach and analyze poetry, but also embed larger concepts such as poverty, resistance, decolonization, masculinity, misogyny, homophobia, feminism, love, racial justice, and social movements, is the rationale of this course. This course is the nexus of English/Communications and Critical Social Justice.

**Indigenous Worldviews and Perspectives:**

Indigenous hip hop will be one of the central themes of this course. Using sources such as <https://www.beatnation.org/> and the internet radio station “Revolutions Per Minute”, students will be able to analyze themes around Truth and Reconciliation, and decolonization by analyzing lyrics of Indigenous hip hop artists.

Furthermore, the course will incorporate the following Indigenous Ways of Knowing and Being:

**Learning is Connected to Land, Culture and Spirit** – exploring what Indigenous hip hop artists write about decolonizing the land, their culture, and their spiritual beliefs.

**Learning honours Elders** – honouring the creators of Hip-Hop and acknowledging that this global culture was started in the African-American community.

**Learning is about striving to become a better human being** – exploring themes of self-discovery and reflection and promoting a growth mindset.

**The Power of Story** – using hip hop lyrics to explore stories that express and deconstruct the human condition.

**Experiential Learning** – embrace a learner-centered practice and interact with students to ascertain their strengths and preferences when it comes to learning experiences.

**Learning requires the exploration of one’s identity** – analyze and deconstruct student identity formation and aspects of student identity through Hip Hop lyrics.

**Learning recognizes the role of Indigenous Knowledge** – recognizing how Indigenous ways of knowing and being, Indigenous knowledge, Truth & Reconciliation, and Decolonization are all expressed in Indigenous Hip Hop lyrics.

**BIG IDEAS**

Music can be used as a lens to explore common social issues in society.

Music can increase and influence a person’s awareness of their personal and cultural identity.

Art, and music can be social justice initiatives. Art and music can help us examine Indigenous cultures and lived experiences.

Texts are socially, culturally, geographically, and historically constructed. Texts can come in a variety of forms.

The exploration of **text** and **story** deepen our understanding of diverse, complex ideas about identity, others and the world.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Comprehend and Connect (reading, listening, viewing):</b></p> <ul style="list-style-type: none"> <li>Assess the significance of people, locations, events, and developments and compare varying perspectives on their historical significance at particular times and places, and from group to group</li> <li>Analyze, critique, assess how music is reflected through history</li> <li>Analyze, critique, and assess how music influences historical events, and how historical events influence music</li> <li>Assess how music has been a vehicle of expression by those who have been discriminated against</li> <li>Make reasoned ethical judgements about controversial actions in the past or present after considering the context and standards of right and wrong</li> <li>Explore social justice themes such as LGBTQ+ rights, feminism, racial justice, critical disability studies</li> <li>Explain how musicians use their craft as a means of <b>social commentary</b></li> </ul> <p><b>Create and Communicate (writing, speaking, representing):</b></p> <ul style="list-style-type: none"> <li>Assess and interpret how music affects individuality through an inquiry based/individualized based project</li> <li>Construct meaningful personal connections between self, text and world</li> <li>Respectfully exchange ideas and viewpoints from diverse perspectives to build a shared understanding and extend thinking</li> <li>Respond to text in personal, creative and critical ways</li> <li>Express and support and opinion with evidence</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Factors that explain explosion of a genre</li> <li>The significant historical events that influenced the poets of hip hop</li> <li>Significant role played by technology and musical instruments of the musical genre</li> <li><b>Indigenous artists</b> and their impact on the musical genre</li> <li>The important <b>role of women</b> in the development of the musical genre</li> <li>How music affects a <b>student’s individuality</b> and construction of identity and their views of the world/society</li> <li>Social justice issues in Canada and in the world</li> <li>Definitions, frameworks, and interpretations of social justice</li> <li>Reading, oral language, metacognitive and writing strategies</li> <li>Presentation techniques</li> <li>Multimodal reading strategies</li> <li>Literary elements and devices</li> </ul>

- Transform ideas and information to create original texts, using hip hop texts as a point of origin

## Big Ideas – Elaborations

- **text:** “Text” and “texts” are generic terms referring to all forms of oral, written, visual, or digital communication:
  - Oral texts include speeches, poems, plays, oral stories, and songs.
  - Written texts include novels, articles, and short stories.
  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all of the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **story:** Narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers.

## Curricular Competencies – Elaborations

- **social commentary:** artists commenting on issues currently facing society through their music

## Content – Elaborations

**African-American Origins of Hip Hop** – pioneers and innovators of the different pillars of Hip Hop

**Indigenous Artists** –Jarrett Martineau, Revolutions Per Minute and others on beatnation.com

**Factors that contribute to the explosion of the genre** – from the end of the Black Panther Party to the globalization of the genre. How it was used in the Arab Spring, in Indigenous Decolonization Movements, and Black Lives Matter

**Student’s Individuality** – student identity construction and views of the world/society – students will explore their own individual tastes and preferences in music and explore an artist through a personalized inquiry-based project – students will present this information to the class, and the class will curate a display for the school

**Role of Women** – in a male-dominated industry. The course will explore the streams of feminist thought in hip hop. A focus on female artists and how they broke through long-established barriers will be covered in the course.

### Recommended Instructional Components:

Unit	Title	Discussion Topics
1.	Origins of Hip Hop <ul style="list-style-type: none"> <li>• Foundations</li> <li>• From the Underground to the Mainstream</li> <li>• Hip Hop Learns to Fight the Power</li> </ul>	<ul style="list-style-type: none"> <li>• Social and cultural factors that led to the birth of hip hop</li> <li>• 1970s-1980s – The aesthetic soil from which hip hop blooms</li> <li>• E.g. Boogie Down Bronx – The birthplace of Hip-Hop</li> <li>• Rise of the founding fathers: Pioneers and innovators</li> <li>• Importance of lyrics and themes of songs (social commentary)</li> <li>• Vehicle for social commentary : A window into the ghetto</li> <li>• Politics and Hip-hop: Public Enemy</li> <li>• 4 Pillars of Hip-Hop Culture: DJ-ing, MC-ing, Graffiti, Breakdancing</li> </ul>

2.	Hip Hop and Poetics	<ul style="list-style-type: none"> <li>• Watching various poetry contests and comparing spoken word's poetry to Hip Hop</li> <li>• Understanding different forms of poetry, and where Hip-Hop lyrics lie within that structure</li> <li>• The role of poets in various cultures – poets as political commentators, poets as social commentators, poets as revolutionaries, poets as story tellers</li> <li>• An exploration of sampled poetry from various decolonizing movements – and exploring the connections to Hip Hop. Is Hip Hop resistance music?</li> </ul>
3.	Hip Hop and Technology	<ul style="list-style-type: none"> <li>• Influence of technology in production and creation</li> <li>• How Hip Hop continuously embraces new technological developments including moving from records to cassettes, from cassettes to CDs, and the embracing of digital forms of music</li> <li>• How beats are created using various technological innovations</li> </ul>
4.	Hip Hop and Feminism	<ul style="list-style-type: none"> <li>• Misogyny in Hip Hop</li> <li>• Expressions of masculinity and femininity in Hip Hop</li> <li>• Women's voices in Hip Hop – female lyricists and their struggle to break barriers in the genre</li> <li>• Themes in the music of self-identified feminist MC's.</li> <li>• An exploration of feminist themes and histories outside of Hip Hop – and then having students connect and synthesize those themes to Hip Hop artists/lyrics/aesthetics</li> </ul>
5.	Hip Hop North of the 49 <sup>th</sup> Parallel	<ul style="list-style-type: none"> <li>• Impact of Canadian artists</li> <li>• The rise of Canadian artists.</li> <li>• Hip Hop music as an Indigenous expression of decolonization</li> </ul>
6.	Hip Hop and Social Justice Issues	<ul style="list-style-type: none"> <li>• Agent of Change for Social Justice and Political Reform</li> </ul>
7.	The Future of Hip-Hop	<ul style="list-style-type: none"> <li>• Individualized Inquiry project by students delivered as instruction to the class</li> </ul>

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

- Reflection and self-evaluation with teacher conferencing
- Research presentation
- Reflective writing
- Participation in oral discussions
- Inquiry project
- Tableau
- Case study
- Self-assessment protocols

**Learning Resources:**

- Aidi, Hisham D. (2014) Rebel Music: Race, Empire, and the New Muslim Youth Culture. Pantheon Books: USA
- Brown, Ruth Nicole & Kwakye, Chamara Jewel (Ed.) (2012) Wish to Live: The Hip Hop Feminism Pedagogy Reader. Peter Lang Education List: USA
- Chang, Jeff (Ed.) (2006) Total Chaos: The Art and Aesthetics of Hip Hop. BasicCivitas: USA
- Hill, Marc Lamont (2009), Beats, Rhymes + Classroom Life: Hip Hop Pedagogy + The Politics of Identity. Teachers College, Columbia University: New York
- Perry, Imani (2004), Prophets of the Hood: Politics and Poetics in Hip Hop. Duke University Press: Durham
- Rose, Tricia (2008), The Hip Hop Wars: What We Talk About When We Talk About Hip Hop – And Why It Matters. Basic Books, Perseus Books Group: USA
- Various online websites and articles
- Appropriate YouTube clips may be used (performances, interviews, documentaries)

- Clips from films may be used. All will be vetted to ensure that the MPAA rating is either G or PG-3
- Major artists may be used (many underground, local artists will also be used)

**Additional Information:**

This course will be offered to both grade 11's and 12's as an elective credit. This course will not be an intensive reading/writing course. This is in no way meant to be parallel to English 12, rather it is to be offered as a separate elective for students to take as an extra credit if they so choose.



## Board/Authority Authorized Course

<b>School District/Independent School Authority Name:</b> Burnaby School District	<b>School District/Independent School Authority Number:</b> SD41
<b>Developed by:</b> Graham Hendry	<b>Date Developed:</b> Nov 20 <sup>th</sup> , 2020
<b>School Name:</b> Burnaby Central Secondary	<b>Principal's Name:</b> Dianne Carr
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Astronomy: The Solar System 11	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

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

Science 10

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

Equipment: Telescope (for observing the night sky) / Field trips to the Observatory

**Course Synopsis:**

Have you ever looked up and caught yourself staring off into the night sky? Have you wondered what else is out there beyond the horizon? Are you fascinated with the cosmos? This will be an introductory course on the history of astronomy and our solar system. Students will discuss a variety of topics from ancient astronomy up to modern day developments in the field. Detailed course topics include: ancient astronomy; formation and evolution of the solar system; the planets, stars, moons, sun and minor members of the solar system; working with telescopes and observing the night sky; and space exploration. *Some evening field trips to observe the night sky will be required.*

**\*\*PLEASE NOTE: This course does not count as a Science Requirement for any post-secondary or graduation requirements. \*\***

**Goals and Rationale:**

Astronomy: The Solar System (ASTRO11) is designed to develop students' understanding and appreciation for the world in which they live, on a more global scale. The course focuses on competencies that will support both the learner in their high school career, but also endeavour to create possible opportunities for future studies in post-secondary. ASTRO11 is strongly linked to the core competencies of communication and personal awareness and responsibility. The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world and universe around them, and to understand and effectively engage in the use of digital technologies. The core competency of thinking becomes a key element when recounting historical facts of the sky and comparing them critically to modern events; extrapolating ideas of where discussions on space exploration and discoveries could go based off of these findings. The knowledge, skills and competencies developed in ASTRO11 will help support these concepts in self and others while maintaining a special focus on what is developmentally appropriate. Knowing more about the galaxy at large will help them better connect with our planet. Community organizations such as the H.R. MacMillan Space Centre and Planetarium are valuable community partners who provide programs and further educational events and resources.

### **Indigenous Worldviews and Perspectives:**

Declaration of First People's Principles of Learning:

- Space exploration supports the development of self in support of connecting with others.
- Learning is embedded in memory, history and story.
- Learning is reflective, experiential and relational.
- Space explores one's identity, philosophy and ethics.

**BIG IDEAS**

Human-kind's inquisitive nature has led to many discoveries.	Astronomy seeks to explain the origin and interactions of Earth and its solar system.	Different objects throughout our Solar System are made up of matter.	Exploring your surroundings, on any scale, leads to further understanding.
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Questioning and predicting</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest</li> <li>• Make observations aimed at identifying their own questions, including increasingly complex ones, about the solar system</li> </ul> <p><b>Planning and conducting</b></p> <ul style="list-style-type: none"> <li>• Collaboratively and individually plan, select, and use appropriate methods to collect and record reliable information</li> <li>• Select and use appropriate equipment, including digital technologies, to accurately collect and record data</li> </ul> <p><b>Processing and analyzing data and information</b></p> <ul style="list-style-type: none"> <li>• Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information</li> <li>• Construct, analyze, and interpret models, and/or diagrams</li> <li>• Use knowledge of scientific concepts to draw conclusions that are consistent with evidence</li> <li>• Analyze cause-and-effect relationships</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Consider the changes in knowledge over time as tools and technologies have developed</li> <li>• Connect scientific explorations to careers in science</li> <li>• Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations and to evaluate claims in secondary sources</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>How Lenses work</b> (review from previous science courses)</p> <ul style="list-style-type: none"> <li>• How refraction/reflection works</li> <li>• How images are created</li> </ul> <p>How to create their own telescope (of varying degrees)</p> <p><b>What is a Telescope?</b></p> <ul style="list-style-type: none"> <li>• Differences between <b>Manual &amp; Digital</b> telescopes</li> <li>• Pros / Cons for each style</li> <li>• Construction methods</li> <li>• Planetariums around the world &amp; what kind of telescopes they feature</li> </ul> <p><b>The Early Astronomers</b></p> <ul style="list-style-type: none"> <li>• Student led inquiry-based project on Early Astronomers up to 20<sup>th</sup> century</li> </ul> <p>Mainly focus on the following:</p> <ul style="list-style-type: none"> <li>• Azophi, Copernicus, Eratosthenes, Galileo, Kepler, Newton, Ptolemy</li> </ul> <p>(Planetarium visit – focus on equipment &amp; early astronomers)</p> <p><b>The Characteristics of the Solar System</b></p> <p>Planets</p> <ul style="list-style-type: none"> <li>• What does an object need to have to be considered a planet?</li> <li>• Pluto Debate</li> </ul>

- Consider social, ethical, and environmental implications of the findings from their own and others' investigations
- Critically analyze the validity of information in secondary sources and evaluate the approaches used to solve problems

**Applying and innovating**

- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving
- Contribute to finding solutions to problems at a local and/or global level through inquiry
- Consider the role of scientists in innovation

**Communicating**

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

- Distinctive features of our solar system's planets

Moons

- What does an object need to have to be considered a moon?
- Distinctive features of our solar system's moons

Stars

- What does an object need to have to be considered a star?
- Distinctive features of our solar system's star
- Constellations

**Minor members**

- Other notable features in our solar system
- Asteroids
- Recurring phenomenon

**Space Exploration**

NASA

- Formation
- Prominent figures
- "Space race"

CSA (Canadian Space Agency)

- Creation
- Similarities to NASA
- Prominent figures

Other countries' space programs

- Roscosmos (USSR/Russia)
- CNSA (China)
- ESA(Europe)
- ISRO (India)
- JAXA (Japan)

Similarities and differences to North American Space Agencies/Exploration

**Indigenous relationships to the Solar System**

- Importance of the cosmos with Indigenous culture/history

## Content – Elaborations

Digital: computerized telescope (compatible with iPad/iPhones for easy [student] use)

Manual: traditional telescope, that requires more knowledge of its workings in order to view celestial objects

Minor members: objects such as comets, asteroids, and other notable phenomena

### Recommended Instructional Components:

Direct Instruction  
Demonstrations  
Modelling  
Simulations

Peer teaching  
Experiential Learning  
Reflective Writing

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

Peer Assessment  
Self-Assessment

Oral Presentations  
Quizzes and Exams

### Learning Resources:

Fraknoi, Andrew; Morrison, David; Wolff, Sindy C, "Astronomy", Rice University, 2018, Houston, Texas, [https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/Astronomy-OP\\_zlTt6LJ.pdf](https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/Astronomy-OP_zlTt6LJ.pdf)

H.R. MacMillan Space Centre Resources – [www.spacecenter.ca](http://www.spacecenter.ca)

A selection of the Documentaries that could be viewed:

- Apollo 11 (2019)
- Carl Sagan's Cosmos (1980)
- For All Mankind (1989)
- Into the Universe with Stephen Hawking (2010)
- Through the Wormhole (2010)

### Additional Information:

None



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Burnaby School District	<b>School District/Independent School Authority Number:</b> SD41
<b>Developed by:</b> Michelle Van Balkom, Hieu Pham-Fraser, Kiran Sidhu, Cheryl Morgan, Katerina Vakakis, Danielle Stokes, Sue Wong, Kathie Nakano	<b>Date Developed:</b> November 19, 2020
<b>School Name:</b> Burnaby North Secondary School	<b>Principal's Name:</b> Dave Rawnsley
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Developing English Strategies	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

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

n/a

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

- A thorough understanding of the SIOP framework is highly recommended
- Previous ELL experience highly recommended

**Course Synopsis:**

Through *Developing English Strategies*, students' cultural and academic understanding will be enhanced. The course is designed to assist students to develop their expressive and receptive language skills. The course focuses on developing strategies needed to read, write and extract information successfully in English. Throughout the course, students are encouraged to participate in authentic daily life situations where they will understand that their relationships and cultural contexts help shape who they are; they will learn reflective language to understand their own cultural and heritage story to share with others. Students demonstrate English language proficiency in oral, visual, and simple written forms using present and past tenses. Students completing ELS 1 **Developing English Strategies 10** will have acquired advanced beginner or developing level competency.

**Goals and Rationale:**

All students, regardless of their language and cultural background, will have the opportunity to develop their potential to the fullest. While English Language Learners have much in common with other students, they have specific needs in the areas of language and culture. These needs must be met in such a way that they achieve a level of fluency in English commensurate with their age and ability.

**Indigenous Worldviews and Perspectives:**

Links to First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities. Our heritage plays a role in the development of our identity and well-being.
- Learning involves patience and time. Learning a language can take between five to seven years for many students.
- Learning recognizes the role of indigenous knowledge. Newcomers may connect with the concepts of displacement, connection and disconnection and identity that many indigenous peoples have experienced.

**BIG IDEAS**

Communicating in English helps learners develop a sense of belonging to a multilingual community.

Language and **culture** are inter-connected and shape our perspective, identity and voice.

Language is a **social construct** that must be explicitly taught.

The structure, textual clues, and words of a **text** all help to convey a message.

Every language follows a system of rules that distinguishes it from another language. **Learning strategies** help transfer first language skills to English for academic success.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Receptive (reading and listening)</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>- Use strategies such as re-reading, predicting, and word recognition to read <b>text</b> from a variety of <b>inclusive materials</b></li> <li>- Read with some phrasing, re-reading, sounding out words, pausing to refer to visuals, and substitution of unknown words with familiar words</li> <li>- Understand some high-frequency, subject-specific, and newly taught <b>academic vocabulary</b> supported by context</li> <li>- Illustrate, demonstrate or express some main events, ideas and some relevant details using key words, short phrases, or <b>graphic organizers</b></li> <li>- Begin to make some simple <b>inferences</b> based on explicit or visual information</li> <li>- Offer simple opinions or responses with some reasons</li> <li>- Make simple comparisons to <b>background knowledge</b> with support</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>- Understand some vocabulary including common, descriptive, subject-specific and academic words</li> <li>- Understand the essential part of ideas of discussions that contain related sentences connected by common conjunctions, and time and sequence markers</li> <li>- Understand some open-ended questions</li> <li>- Understand common social expressions, intonation, and simple expressions in everyday contexts</li> <li>- Understand a small range of spoken text in terms of purpose, structure, and organization</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p>Identity and Diversity</p> <ul style="list-style-type: none"> <li>• aspects that make up our identities</li> <li>• similarities between people</li> <li>• differences between people</li> </ul> <p><b>Stages of Cultural Adjustment</b></p> <ul style="list-style-type: none"> <li>- that learning takes different amounts of time for each learner</li> <li>- <b>Multicultural materials</b> that represent multiple perspectives</li> <li>- <b>pragmatic discourse</b></li> <li>- learning requires exploration of one’s identity</li> </ul> <p><b>Genres</b></p> <ul style="list-style-type: none"> <li>- personal recount</li> <li>- narrative</li> <li>- descriptive</li> <li>- linear nature of genres</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- <b>basic literacy skills</b></li> <li>- <b>social, emotional, and metacognitive</b></li> </ul>

- Understand speech spoken at a slower rate

### **Expressive (speaking and writing/representing)**

#### Speaking

- Express, connect, and sequence ideas, using common conjunctions, and time and sequence markers
- Use some vocabulary, including common, descriptive and subject-specific words in small-group and class **discussions**
- Use regular plurals, possessives, prepositions, continuous and simple past tense verbs, with errors
- Use modelled, patterned, and predictable affirmative and negative statements, questions, and commands
- Use common greetings, **courtesy expressions** to participate in social and classroom situations
- Seek clarification by restating, or paraphrasing information
- Use **rhythm** in familiar phrases
- Watch others and recognize key words to participate in activities and conversations

#### Writing and Representing

- Write some loosely organized sentences on a topic
- Express main ideas with some general details and brief examples
- Use some common and subject-specific words, and begin to use some descriptive words and phrases
- Write simple sentences and some compound sentences
- **Connect ideas** using common conjunctions and time and sequence markers
- Use capitals, periods, and sometimes commas
- Edit and revise some paragraphs for word choice, punctuation and spelling
- Use more vocabulary including high-frequency, descriptive and subject-specific words

#### **Self-Evaluation**

- become familiar with a student version of the ELL continuum and demonstrate competency using a variety of **assessment tools and techniques** to reflect and set goals

- **text features**
- responsibility
- test-taking
- study and note-taking
- collaborative learning
- **writing process**

## Big Ideas – Elaborations

- **multilingual** : involving, relating, or fluent in a number of languages; students use languages that they already know to learn new languages
- **Culture**: the attitudes and behavior characteristic of a social group; students can simultaneously self-identify as members of many cultures
- **social constructs** are the perceived cultural norms of communication (speaking, listening, reading, writing)
- **text**: A set of written, oral or visual elements that convey meaning and serve to communicate a message. Texts may include but are not limited to books, diagrams, invitations, films, poems, art, oral presentations, blogs, tweets, videos, reports, charts, etc.
- **Learning strategies** allow students to access curriculum, communicate effectively, and build academic literacy

## Curricular Competencies – Elaborations

**Academic vocabulary** includes words used in academic dialogue and text which are not often encountered in informal contexts

**Inferences** help construct meaning by deducing or concluding from evidence and reasoning rather than from explicit statements

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

**Graphic organizers** consist of visual and graphic displays that depict the relationships between facts, terms, and/or ideas within a learning task. These can include a variety of visual tools.

**Courtesy expressions** are expressions used to convey politeness and respect (Ex. It is nice to meet you)

**Connect ideas** by combining them to write compound and complex sentences with sentence frames

**Background knowledge** has been previously acquired through study, experience, or instruction

**Strategies** used will depend on purpose and context

- **reading** brainstorming, skimming, scanning, visualization, defining new vocabulary, activating background knowledge, connecting
- **writing** prewriting, drafting, revising, editing (peer and self), using graphic organizers, publishing
- **listening** note-taking, paraphrasing, reflecting feelings and meaning, attentive engagement, questioning and answering
- **speaking** voicing an opinion, scaffolded engagement (1:1, small group, large group, 1: class), choral reading and responses, orally presenting

**Discussions** include small-group, partners, one-to-one, whole class, etc.

**Assessment tools and techniques**: using and/or creating assessments for self-assessment or peer-assessment (eg: ELL rubrics, ELL matrices, learning logs, reflective journals, portfolios, etc.); students should receive explicit instruction on how the use of assessment tools and their purpose of these tools

**Texts** may include, but not limited to all forms of oral, written, visual or digital communication such as oral stories, novels, articles, photographs, images, electronic forms, and texts. Oral, written and visual elements can be combined. Learner agency requires them to select texts that are suitable to their literacy capabilities and interests.

**Inclusive materials** include manipulatives, artifacts and text sets from a variety of authentic cultural authors, honouring authentic voice, stories and heritage

**Rhythm** includes stress, intonation, pace, pitch, articulation, enunciation

## Content – Elaborations

**pragmatic discourse** includes understanding meaning through voice, tone, intonation, and non-verbal cues like gestures and other body language

**social, emotional, and metacognitive skills and strategies**: refers to collaboration with others by being a receptive listener, using self-advocacy, self-reflection, self-awareness, building relationships, responsible decision making, using self-regulation skills to be successful in the classroom and gain independence as a language learner

**basic literacy skills** are skills needed for reading and writing. They include such things as visual-motor skills of the English alphabet, phonics, phonemic awareness, vocabulary, spelling and comprehension to text.

**the writing process** refers to paraphrasing, paragraphing, summarizing, prewriting, drafting, revising, publishing, editing, accessing background knowledge, brainstorming

**Text features**: elements of the text are not considered the main body. These may include typography (bold, italics, underlined font), font style, guide words, key

## Content – Elaborations

words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes

### Recommended Instructional Components:

#### SLOP adaptations / Examples for teachers to use

##### Building background knowledge

- KWL (Know, Wonder, Learn), KWE (Know, Wonder, What ELSE), anticipation guides, making predictions, 4 squares vocabulary, text-to-self, text-to-text, brainstorming, placemat activities

##### Teaching vocabulary explicitly

- the Knowledge Framework, defining new vocabulary, pronunciation of new words, interactive word walls, anchor charts, personal dictionaries, concept definition maps, definition charts

##### Comprehensible input

- graphic organizers, semantic organizers, appropriate language choice for audience, clear instructions (can include written instructions), wait time (5-7 seconds is recommended), clarifying key concepts in L1, multimedia resources, modelling and paraphrasing

##### Interaction scaffolds

- gradual release model (Teacher to students, Teacher with students, students together, student independently), think aloud strategies, use at least 2 different structures during a lesson – pairs, triads, teams, varied by language proficiency or interest

##### Use of first language (L1)

- clarifying concepts in L1, using L1 to decode meaning or key vocabulary, using L1 to collaborate for meaning making

##### Review of key concepts

- Provide comprehensive review of key vocabulary: teach, review, assess, teach, use word study books, content word walls, etc.
- Supply comprehensive review of key content concepts: review content directly related to objectives throughout lesson; use graphic organizers as a review
- Regularly give feedback to students on their output: clarify, discuss, correct responses
- Conduct assessment of student comprehension and learning: use a variety of quick/mini-reviews: thumbs-up/down, numbered wheels, small dry-erase boards, 5-finger show, include self-assessment

##### Pre-reading strategies

- SQP2RS, scanning, skimming, previewing text, T.H.I.E.V.E.S. (title, headings, introduction, every first sentence, visuals, vocabulary, end of chapter questions, summarize) *see more under building background knowledge*

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

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

Formative:

- Assessment is ongoing and may include in-class assignments, listening exercises, oral presentations, quizzes, tests, homework, projects, tutorial work, group work, participation, and portfolios.
- Oral and written production is measured in reference to matrices of levels of proficiency according the ELL Standards.
- The teacher conferences regularly with students to assist them in setting standards and goals for their own performance in this course and in the regular classes which they participate.
- Student self-assessment is encouraged through the use of learning logs, personal goal setting, and self-reflection.

## Summative:

Summative assessment may include unit tests, oral presentations, projects, and in-class essays.

Activities are designed to accommodate student learning styles and level of language acquisition. Students are expected to complete all assignments, tests, projects and homework on time.

The grading scale follows that of the secondary guidelines to reporting. It may be altered to reflect the teaching to mastery, which characterizes some aspects of this course.

## Learning Resources:

### Frameworks

- SIOP (Sheltered Instruction Observation Protocol)
- Knowledge Framework

### Teacher Professional Resources

- Doug Buehl, *Classroom Strategies for Interactive Learning*
- Jim Cummins & Margaret Early, *Big Ideas for Expanding Minds*
- Debra J. Pickering and Robert J. Marzano *Building Academic Vocabulary: Teacher's Manual*
- Jeff Zwiers, *Building Academic Language*

### Websites

- [www.rewordify.com](http://www.rewordify.com)
- <https://sites.google.com/a/bayless.k12.mo.us/ms-barbeau-ell---bayless-elementary-school/ms-barbeau-ell-specialist/about-ms-barbeau/the-go-to-strategies>
- [www.empoweringells.com](http://www.empoweringells.com)
- <http://www.colorincolorado.org/>
- [www.everythingsl.net](http://www.everythingsl.net)
- <https://ellandsiopresources.weebly.com/> SIOP Resources
- [http://www.idrinstitute.org/allegati/IDRI\\_t\\_Pubblicazioni/47/FILE\\_Documento\\_Bennett\\_DMIS\\_12pp\\_quotes\\_rev\\_2011.pdf](http://www.idrinstitute.org/allegati/IDRI_t_Pubblicazioni/47/FILE_Documento_Bennett_DMIS_12pp_quotes_rev_2011.pdf) - The Bennet Scale of Intercultural Sensitivity

## Additional Information:

n/a



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Burnaby School District	<b>School District/Independent School Authority Number:</b> SD41
<b>Developed by:</b> Michelle Van Balkom, Hieu Pham-Fraser, Kiran Sidhu, Cheryl Morgan, Kathie Nakano, Danielle Stokes, Katerina Vakakis, Sue Wong	<b>Date Developed:</b> December 1, 2020
<b>School Name:</b> Burnaby North Secondary School	<b>Principal's Name:</b> David Rawnsley
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Expanding English Strategies	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

n/a

### Special Training, Facilities or Equipment Required:

A thorough understanding of the SIOP Framework is highly recommended.  
Previous ELL teaching experience is highly recommended.

### Course Synopsis:

Through ***Expanding English Strategies***, students' cultural and academic understanding will be enhanced. The course is designed to assist students to develop their expressive and receptive language skills. The course focuses on developing strategies needed to read, write, extract information and respond to successfully in English. Throughout the course, students are encouraged to participate in authentic daily life situations where they will understand that their relationships and cultural contexts help shape who they are; they will learn reflective language to understand their own cultural and heritage story to share with others. Students demonstrate English language proficiency in oral, visual, and simple written forms using present and past tenses. Students completing Expanding English Strategies 10 will have acquired advanced beginner or developing level competency.

**Goals and Rationale:**

All students, regardless of their language and cultural background, will have the opportunity to develop their potential to the fullest. While English Language Learners have much in common with their peers, they have specific needs in the areas of language and culture. These needs must be met in such a way that they achieve a level of fluency in English commensurate with their age and ability.

**Aboriginal Worldviews and Perspectives:**

Links to First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities. Our heritage plays a role in the development of our identity and well-being.
- Learning involves patience and time. Learning a language can take between five to seven years for many students.
- Learning recognizes the role of indigenous knowledge. Newcomers may connect with the concepts of displacement, connection and disconnection and identity that many indigenous peoples have experienced.

### BIG IDEAS

Listening and viewing with **intent** strengthens understanding and acquisition of English.

We can have **meaningful** conversations about topics that are important to us in English.

Acquiring English provides opportunities to explore learners' own cultural identity from a new perspective and shape one's **perspective**, identity, and voice.

Different types of genres are appropriate for different purposes, audiences, and forms of writing.

Designing and creating unified and coherent texts empowers people to communicate and influence perspective.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Receptive (reading and listening)</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Predict, inference, and use contextual cues to read and understand text</li> <li>- Recognize the organization and some prominent features of basic <b>genres</b> such as narrative, recount, description, procedure, and report with support</li> <li>- Understand more vocabulary including familiar words with multiple meanings, and academic and subject-specific words (<b>Tier II and III words</b>)</li> <li>- Make simple, <b>organized notes</b> on a new topic using a familiar format</li> <li>- Describe main events or ideas and explain the relationship between them</li> <li>- Understand the difference between fact and opinion, cause and effect, and comparison and contrast with support</li> <li>- Express opinions with some <b>rationale</b></li> <li>- Make logical connections to self or other texts supported by reasons</li> <li>- Understand explicit social and cultural references, and some simple literary techniques such as <b>figurative language</b> in a variety of text</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Understand main ideas and examples linked by cohesive devices in <b>straight-forward discourse</b> on academic topics</li> <li>- Understand speech on familiar topics</li> <li>- Understand more vocabulary, including common, descriptive, subject-specific, and academic words, and multiple meanings of familiar words</li> <li>- Understand an expanding range of <b>spoken text</b> in terms of purpose, structure and organization</li> <li>- Understand hypothetical questions</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Identity and Diversity</b></p> <ul style="list-style-type: none"> <li>- Identifying aspects of identity in self and literary characters helps learners better understand themes</li> <li>- Personal, cultural and social identities are shaped by exploring, comparing, contextualizing and communicating understanding</li> <li>- Our society is shaped by a diverse range of personal lifestyles</li> <li>- Explaining and justifying opinions is valuable to the process of communication</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Identifying the affects that one's family has on a person</li> <li>- the causes and effects of being in relationships with other people</li> <li>- identifying the perceptions and realities that compose an impression</li> <li>- inspecting the influences of expectations on a person's actions, and motivations</li> </ul> <p><b>Framework</b></p> <ul style="list-style-type: none"> <li>- Learning is enhanced when First Peoples' Principles of Learning are applied to everyday learning contexts</li> <li>- Applying an anti-racist lens is crucial to understanding history and culture in Canada</li> </ul>

- Understand common social expressions, slang, humour, and common idioms, and recognize differences in **register and intonation** in various contexts

### **Expressive (speaking and writing/representing)**

#### **Speaking**

- Use more vocabulary, including common, descriptive, subject-specific, and academic words
- Express and connect ideas and some supporting details using conjunctions, prepositional phrases, and time and sequence markers
- Begin to use noun phrases, adjective phrases, irregular plurals, possessives, prepositions, negatives, and future continuous and irregular past tense verbs, with usage errors that sometimes interferes with meaning
- Add detail to affirmative and negative statements, questions, offers, and commands
- Use language for an expanding range of purposes, including to comment, give opinions, clarify, express agreement/disagreement, describe, recount, sequence and explain
- Use some strategies including **circumlocution**, active listening, and clarifying questions to initiate and sustain a range of communicative tasks
- Seek clarification by asking questions

#### **Writing and Representing**

- convey meaning by providing relevant details and **elaboration**
- Use strategies such **pre-writing plans**, multiple sources, frameworks, models, knowledge of sentence patterns, and dictionaries to produce and revise text
- Use a variety of compound and complex sentences
- Provide an effective introduction and predictable conclusion in a basic multi-paragraph composition
- Use some negatives, irregular plurals, object pronouns, prepositions, irregular verbs in past and future continuous tenses, and irregular verbs in past and future continuous tenses, with occasional errors
- **Edit and revise** expository and narrative text for word choice, punctuation, spelling, basic grammatical structures, and some fragments and run-ons

#### **Evaluation**

Become familiar with and be able to demonstrate competency using a variety of **assessment tools and techniques** including checklists for editing, self-assessment, oral presentations, and peer evaluation

- Examining the damaging legacy of residential schools in Canada is central to learning about Canadian history
- Reading and responding to text must be done critically, by identifying what/who is missing and why
- A critical response involves critical interpretation and analysis
- Applying a **social justice** lens to learning by learning about **equity, access, and systemic bias** deepens understanding
- Completing self-assessments is central when taking ownership of learning

#### **Genres**

- personal recount
- narrative
- descriptive
- linear nature of genres

## Big Ideas – Elaborations

- **intent:** a clear purpose that leads to meeting communication outcomes
- **meaningful:** having an important and useful purpose to self and others
- **perspective:** a point of reference which influences understanding and beliefs
- **unified:** cohesive and complete in its formation

## Curricular Competencies – Elaborations

**Tier two and three words:** words that occur in academic contexts. Tier two words occur across subjects, disciplines and contexts while tier three words are considered subject-specific or discipline specific words.

**organized notes:** visual classification of ideas using a Venn diagram, a t-chart, or other purposeful form of note-taking

**rationale:** explicit reasons, examples and supporting information

**figurative language:** words or expressions that convey a meaning that is different from literal interpretation

**straight-forward discourse:** includes vocabulary and speaking style that is direct and undeviating

**spoken text:** oral stories, speeches, presentations, interviews, dialogues, monologues, discussions, and role-plays

**register** a variety of language used for a particular purpose, suitable to its context

**intonation:** pattern of pitch changes in connected speech, especially in sentence patterns

**circumlocution:** to express an idea indirectly but artfully

**elaboration:** adding relevant, useful details

**pre-writing plans:** organizing ideas before composing by using an outline, diagram, story board, cluster, mind map, t-chart, Venn diagram, etc.

**edit and revise:** re-writing and improving a composition to enhance its structural, grammatical, and stylistic integrity

**assessment tools and techniques:** using and/or creating assessments for self-assessment or peer-assessment (eg: ELL rubrics, ELL matrices, learning logs, reflective journals, portfolios, etc.); students should receive explicit instruction on how the use of assessment tools and their purpose of these tools

## Content – Elaborations

**social justice:** fair and just relations between the individual and society

**equity:** justice that is free of bias

**access:** means/path of entry

**systemic bias:** the inherent tendency of a process to support particular outcomes

### Recommended Instructional Components:

#### SLOP adaptations / Examples for teachers to use:

##### Building background knowledge

- KWL (Know, Wonder, Learn), KWE (Know, Wonder, What else), anticipation guides, making predictions, 4 squares vocabulary, text-to-self, text-to-text, brainstorming, placemat activities

##### Teaching vocabulary explicitly

- the Knowledge Framework, defining new vocabulary, pronunciation of new words, interactive word walls, anchor charts, personal dictionaries, concept definition maps, definition charts

##### Comprehensible input

- graphic organizers, semantic organizers, appropriate language choice for audience, clear instructions (can include written instructions), wait time (5-7 seconds is recommended), clarifying key concepts in L1, multimedia resources, modelling and paraphrasing

##### Interaction scaffolds

- gradual release model (Teacher to students, Teacher with students, students together, student independently), think aloud strategies, use at least 2 different structures during a lesson – pairs, triads, teams, varied by language proficiency or interest

#### **Use of first language (L1)**

- clarifying concepts in L1, using L1 to decode meaning or key vocabulary, using L1 to collaborate for meaning making

#### **Review of key concepts**

- Provide comprehensive review of key vocabulary: teach, review, assess, teach, use word study books, content word walls, etc.
- Supply comprehensive review of key content concepts: review content directly related to objectives throughout lesson; use graphic organizers as a review
- Regularly give feedback to students on their output: clarify, discuss, correct responses
- Conduct assessment of student comprehension and learning: use a variety of quick/mini-reviews: thumbs-up/down, numbered wheels, small dry-erase boards, 5-finger show, include self-assessment

#### **Pre-reading strategies**

- SQP2RS, scanning, skimming, previewing text, T.H.I.E.V.E.S. (title, headings, introduction, every first sentence, visuals, vocabulary, end of chapter questions, summarize) *see more under building background knowledge*

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

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

#### **Formative:**

- Assessment is ongoing and may include in-class assignments, listening exercises, oral presentations, quizzes, tests, homework, projects, tutorial work, group work, participation, and portfolios.
- Oral and written production is measured in reference to matrices of levels of proficiency according to the ELL and the Provincial Performance Standards.
- The teacher conferences regularly with students to assist them in setting standards and goals for their own performance in this course and in the regular classes which they participate.
- Student self-assessment is encouraged through the use of learning logs, personal goal setting, and self-reflection.

#### **Summative:**

- Summative assessment may include unit tests, oral presentations, projects, and in-class essays.
- Activities are designed to accommodate student learning styles and level of language acquisition. Students are expected to complete all assignments, tests, projects and homework on time.
- The grading scale follows that of the secondary guidelines to reporting. It may be altered to reflect the teaching to mastery, which characterizes some aspects of this course.

### **Suggested Learning Resources:**

#### **Frameworks**

- SIOP (Sheltered Instruction Observation Protocol)
- Knowledge Framework

#### **Teacher Professional Resources**

- Doug Buehl, *Classroom Strategies for Interactive Learning*
- Jim Cummins & Margaret Early, *Big Ideas for Expanding Minds*

- Debra J. Pickering and Robert J. Marzano *Building Academic Vocabulary: Teacher's Manual*
- Jeff Zwiers, *Building Academic Language*

#### Websites

- [www.rewordify.com](http://www.rewordify.com)
- <https://sites.google.com/a/bayless.k12.mo.us/ms-barbeau-ell--bayless-elementary-school/ms-barbeau-ell-specialist/about-ms-barbeau/the-go-to-strategies>
- [www.empoweringells.com](http://www.empoweringells.com)
- <http://www.colorincolorado.org/>
- [www.everythingsl.net](http://www.everythingsl.net)
- <http://tslater.public.iastate.edu/kf/structures.html> - Knowledge Frameworks
- <https://ellandsiopresources.weebly.com/> SIOP Resources
- [http://www.idrinstitute.org/allegati/IDRI\\_t\\_Pubblicazioni/47/FILE\\_Documento\\_Bennett\\_DMIS\\_12pp\\_quotes\\_rev\\_2011.pdf](http://www.idrinstitute.org/allegati/IDRI_t_Pubblicazioni/47/FILE_Documento_Bennett_DMIS_12pp_quotes_rev_2011.pdf) - The Bennet Scale of Intercultural Sensitivity

#### **Additional Information:**

n/a



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Burnaby School District	<b>School District/Independent School Authority Number:</b> SD41
<b>Developed by:</b> Christina Wilson	<b>Date Developed:</b> October 29, 2020
<b>School Name:</b> Burnaby South Secondary	<b>Principal's Name:</b> Victoria Lee
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> World Dance 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

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

N/A

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

BFA (Dance), dance studio, music, dance implements, dance props, dance costuming

**Course Synopsis:**

World Dance 10 uses a progressive learning model to introduce the various dance styles from different parts of the world. Students will be introduced to dance technique, vocabulary, customs, and history of various world dance styles. Students will develop an understanding and appreciation of the history, diversity, roles, and influences of world dance within society. Students will be introduced to the histories, vocabulary, as well as other aspects such as costuming and performance. Students will be given opportunities to team build and share their learning with others while building critical thinking strategies to solve problems in a team environment.

**Goals and Rationale:**

Students will...

- demonstrate an understanding of the history of dance within various world cultures
- identify artistic abilities and technical skills required in various world dance styles
- learn how to respect diversity in learning
- learn the importance of continuing to pass on dance histories
- identify the various roles and purposes of world dance in society
- analyze world dance works from a variety of historical and cultural contexts
- explore the relationships between different cultures in society while understanding the impact a dancer has in fostering an appreciation for other cultures

**Indigenous Worldviews and Perspectives:**

Students will...

- examine traditional Indigenous cross-cultural perspectives communicated through dance productions
- connect the parallels between Indigenous & other cultural worldviews and history
- explore the ethics of cultural appropriation and plagiarism
- explore Indigenous perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of world cultures

### BIG IDEAS

World dance offers unique opportunities to explore identity, history, culture, and community.

Individual and collective expression is rooted in history, culture, community, and values.

Personal fitness can be maintained and improved through regular participation in world dance.

World dance requires specific technique and skills.

World dance uses movement and storytelling to pass on traditions and cultural histories.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Explore and Create</b></p> <ul style="list-style-type: none"> <li>• identify dance elements, principles, and techniques in a variety of world dance styles</li> <li>• apply meaning, intent, and emotion in response to traditional music or stories</li> <li>• understand how the dance elements, principles, and techniques can be used in world dance to convey a mood, meaning, or purpose.</li> <li>• explore a variety of dance styles from historical and contemporary world cultures</li> <li>• perform simple and complex movement phrases in large-group, small-group, and solo contexts</li> <li>• consider audience and venue when composing, rehearsing, and performing</li> </ul> <p><b>Reason and Reflect</b></p> <ul style="list-style-type: none"> <li>• emphasis on proper technique</li> <li>• demonstrate respect for self, audience, and others</li> <li>• describe dance techniques and choreography using world dance-specific language</li> <li>• Reflect on rehearsal and performance experiences</li> <li>• Reflect on the influences of social, cultural, historical, political, and personal context on world dance</li> <li>• use the rehearsal process to refine technical skills</li> <li>• learn co-operative and collaborative solutions to problems</li> <li>• accept responsibility for the creation and care of costumes that are necessary to participate as a performer</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• dance elements and principles of design</li> <li>• world dance vocabulary</li> <li>• skills specific to world dance technique, choreographic forms and structures.</li> <li>• traditional and contemporary First Peoples' worldviews and cross-cultural perspectives communicated through movement and dance</li> <li>• ethics of cultural appropriation and plagiarism</li> <li>• health and safety protocols and procedures</li> <li>• kinesthetic and spatial awareness</li> <li>• the role of dancers, choreographers, and audiences in a variety of contexts</li> <li>• the influence of time and place on historical and contemporary world dance forms</li> <li>• history and theory of world dance styles and their related cultures.</li> <li>• rehearsal and performance skills</li> </ul>

- skills specific to world dance technique, choreographic forms and structures
- traditional and contemporary Indigenous worldviews and cross-cultural perspectives communicated through movement and dance
- ethics of cultural appropriation and plagiarism
- health and safety protocols and procedures
- kinesthetic and spatial awareness
- the role of dancers, choreographers, and audiences in a variety of contexts
- the influence of time and place on historical and contemporary world dance forms
- history and theory of world dance styles and their related cultures
- rehearsal and performance skills
- proper technique for movement to avoid injury
- receive and apply constructive feedback to learn how to safely move the body

### **Communicate and Document**

- explore the connection between movement and meaning associated with creating, performing, and responding to world dance
- document, share, and respond to world dance in a variety of contexts
- accept direction and learn how to give and receive constructive feedback
- express personal voice, cultural identity, and perspectives through world dance
- consider the social impact of learning, creating, and sharing various world dance styles and histories
- use world dance vocabulary to describe, document, and respond critically to dance experiences and performances
- understand and express the importance of cultural identity, perspectives, values, and emotions through world dance styles and cultures in a group setting

### **Connect and Expand**

- explore First Peoples' perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance
- demonstrate an understanding of personal and social responsibility associated with creating, performing, and responding to dance, including movement, music, thematic, and costume choices
- consider personal safety, injury prevention, and physical health when engaged in technical study, rehearsal, and performance
- create dance works to demonstrate an understanding of personal, social, cultural, or historical context

## Big Ideas – Elaborations

**World Dance:** The intent of the World Dance 10 curricula is to focus on various world dance styles.

**Artistic ability in World dance:** requires dance literacy, which is the ability to read, write, notate, or otherwise communicate using world dance language, vocabulary, and/or symbols

## Curricular Competencies – Elaborations

- **Feedback:** Self-assessment is coupled with meaningful observations, comments, and ideas from teachers and peers during the learning process
- **Respond:** through activities ranging from reflection to action
- **Document:** through activities that help students reflect on and demonstrate their learning (e.g. journaling, taking pictures, making video clips or audio-recordings)
- **Place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples' perspectives on the world.
- **Ways of Knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **Kinesthetic Awareness:** The body's ability to coordinate motion and its awareness of where it is in time and space
- **Language of Dance:** vocabulary, terminology, symbols, and non-verbal methods of communication that convey expression or meaning in dance
- **Dance Works:** dance experiences, activities, compositions, and performances

## Content – Elaborations

- **Dance elements:** body, space, time, dynamics, relationships  
Body: the primary instrument of expression in dance; what the body is doing (e.g., whole- or partial-body action; types of movement, such as locomotor and non-locomotor)  
Space: where the body is moving (e.g., place, level, direction, pathway, size/reach, shape)  
Time: how the body moves in relation to time (e.g., beat/underlying pulse, tempo, rhythmic patterns)  
Dynamics: how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space)direct/indirect), and flow (free/bounded)  
Relationships: with whom or what the body is moving; movement happens in a variety of relationships (e.g., pairs, groups, objects, environments)
- **Principles of movement:** including but not limited to mobility, stability, alignment, weight transfer, flexibility, strength, balance, coordination, breathing
- **Principles of design:** unity, variety, repetition, contrast, sequence, climax, proportion, harmony, balance, transition
- **Cultural appropriation:** use of a cultural motif, theme, "voice," image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn. Recognizing the difference between cultural appropriation versus cultural appreciation.
- **Choreographic forms and structures:** the shape or structure of a dance; the orderly arrangement of thematic material (e.g., AB, ABA, rondo, canon, theme and variation, call and response, narrative)
- **Place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples' perspectives of the world.

## Content – Elaborations

- **Safety protocols:** procedures to prevent harm or injury to self and others, including, for example, environment, biomechanics, clothing, and footwear

### Recommended Instructional Components:

Topics of Study:

1. Introduction to Dance Styles Around the World
2. Dance & Culture
3. Dance Histories
4. World Dance Vocabularies
5. World Dance Techniques
6. Introduction to Dance Implements
7. Traditional Dress
8. Practical Application: Show Performance

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

Students will be assessed through in-process evaluations of comprehension, learning needs, and progress during a lesson or unit. These could be in the form of in-progress feedback during class, peer and self-assessment on a lesson, or ongoing teacher observations of student achievement.

Students may also be evaluated at the end of a unit or term through teacher and self- assessment in the form of one on one interviews which will give students the opportunity to evaluate their learning at the end of an instructional unit or term by comparing it against the beginning of the unit or term.

### Learning Resources:

### Additional Information:

This course is designed to give students the opportunity to work on specific styles of dance.



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Burnaby School District	<b>School District/Independent School Authority Number:</b> SD41
<b>Developed by:</b> Christina Wilson	<b>Date Developed:</b> October 29, 2020
<b>School Name:</b> Burnaby South Secondary	<b>Principal's Name:</b> Victoria Lee
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> World Dance 11	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

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

N/A

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

BFA (Dance), dance studio, music, dance instruments A (Dance), dance props, dance costuming

**Course Synopsis:**

World Dance 11 uses a progressive learning model to introduce various dance styles from different world cultures. This course covers dance technique, vocabulary, customs, and the history of various world dances. World Dance 11 will allow students to demonstrate a continuing awareness, understanding, and appreciation of the history, diversity, roles, and influences of world dance within past and present society. Students are also expected to continue their learning of world history, vocabulary, theory, as well as other aspects such as traditional dress and performance. Students will learn how to team build and share their learning with others. An extension of World Dance 10, students will learn to lead and critically think when presented with new problems.

## **Goals and Rationale:**

Students will...

- demonstrate an understanding of the history of dance within world cultures
- develop artistic abilities and technical skills required in various world dance styles
- identify the various social, cultural, and historical influences western culture has on world cultures
- learn how to respect diversity in learning
- learn the importance of continuing to pass on dance histories
- engage in the creative process to create world dance works
- use world dance to create meaning and express ideas and emotions
- identify the various roles and purposes of world dance in society
- analyze world dance works from a variety of historical and cultural contexts
- initiate their own learning and explore the relationships between different cultures in society while understanding the impact a dancer has in fostering an appreciation for other cultures

## **Indigenous Worldviews and Perspectives:**

Students will...

- examine traditional Indigenous cross-cultural perspectives communicated through dance productions
- connect the parallels between Indigenous & various cultural worldviews and histories
- explore the ethics of cultural appropriation and plagiarism
- explore Indigenous perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of world cultures

### BIG IDEAS

World dance is informed by the history, culture, and community in which it exists.

World dance offers unique experiences that explore our identity and sense of belonging and can effect change.

Traditions, perspectives, worldviews, and stories can be shared through world dance.

Dancers can refine their world dance technique and skills.

World dance involves creativity, innovation, and collaboration which enhance movement, meaning, and intent.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Explore and Create</b></p> <ul style="list-style-type: none"> <li>demonstrate kinesthetic awareness of dance elements and techniques in a variety of world dance styles</li> <li>express meaning, intent, and emotion in response to music or a story</li> <li>experiment with dance elements, principles, and techniques to create innovative world dance phrases to convey a particular mood, meaning, or purpose</li> <li>select and sequence movement phrases into choreographic forms and structures to express meaning or intent in dance compositions</li> <li>explore a variety of dance styles from historical and contemporary world cultures</li> <li>perform simple and complex movement phrases in large-group, small-group, and solo contexts</li> <li>consider audience and venue when composing, rehearsing, and performing</li> </ul> <p><b>Reason and Reflect</b></p> <ul style="list-style-type: none"> <li>receive and apply constructive feedback to refine world dance technique and creative abilities</li> <li>demonstrate respect for self, audience, and others</li> <li>describe, analyze, interpret, and evaluate dance techniques and choreography using world dance-specific language</li> <li>refine world dance concepts, technical skills, and performance</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>dance elements and principles of design</li> <li>world dance vocabulary</li> <li>skills specific to world dance technique, choreographic forms and structures</li> <li>traditional and contemporary First Peoples' worldviews and cross-cultural perspectives communicated through movement and dance</li> <li>ethics of cultural appropriation and plagiarism</li> <li>health and safety protocols and procedures</li> <li>kinesthetic and spatial awareness</li> <li>the role of dancers, choreographers, and audiences in a variety of contexts</li> <li>the influence of time and place on historical and contemporary world dance forms</li> <li>history and theory of world dance styles and their related cultures.</li> <li>rehearsal and performance skills</li> </ul>

- reflect on rehearsal and performance experiences
- reflect on the influences of social, cultural, historical, political, and personal context on world dance
- use the rehearsal process to refine technical, critical, and creative capacities
- demonstrate leadership skills in co-operative and collaborative contexts to find solutions to challenges

#### **Communicate and Document**

- demonstrate personal and social responsibility associated with creating, performing, and responding to world dance
- document, share, and respond to world dance in a variety of contexts
- communicate meaning and emotions through world dance
- express personal voice, cultural identity, and perspectives through world dance
- consider the social impact of learning, creating, sharing various world dance styles and histories
- use world dance vocabulary to describe, document, and respond critically to dance experiences and performances
- understand and express the importance of cultural identity, perspectives, values, and emotions through world dance styles and cultures in a group setting

#### **Connect and Expand**

- explore personal, educational, and professional opportunities related to the performing arts
- explore Indigenous perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance
- demonstrate personal and social responsibility associated with creating, performing, and responding to dance, including movement, music, thematic, and costume choices
- consider personal safety, injury prevention, and physical health when engaged in technical study, rehearsal, and performance
- create dance works to demonstrate an understanding of personal, social, cultural, or historical context

## Big Ideas – Elaborations

**World Dance:** The intent of the World Dance 11 curricula is to focus on various World dance styles. This course is an extension of World Dance 10.

**Artistic ability in World dance:** requires dance literacy, which is the ability to read, write, notate, or otherwise communicate using world dance language, vocabulary, and/or symbols

## Curricular Competencies – Elaborations

- **Feedback:** self-assessment is coupled with meaningful observations, comments, and ideas from teachers and peers during the learning process
- **Respond:** through activities ranging from reflection to action
- **Document:** through activities that help students reflect on and demonstrate their learning (e.g. journaling, taking pictures, making video clips or audio-recordings)
- **Place:** any environment, locality, or context where people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples' perspectives on the world.
- **Ways of Knowing:** Indigenous, gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **Kinesthetic Awareness:** the body's ability to coordinate motion and its awareness of where it is in time and space
- **Language of Dance:** vocabulary, terminology, symbols, and non-verbal methods of communication that convey expression or meaning in dance
- **Dance Works:** dance experiences, activities, compositions, and performances

## Content – Elaborations

- **Dance elements:** body, space, time, dynamics, relationships  
Body: the primary instrument of expression in dance; what the body is doing (e.g., whole- or partial-body action; types of movement, such as locomotor and non-locomotor)  
Space: where the body is moving (e.g., place, level, direction, pathway, size/reach, shape)  
Time: how the body moves in relation to time (e.g., beat/underlying pulse, tempo, rhythmic patterns)  
Dynamics: how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space(direct/indirect), and flow (free/bounded)  
Relationships: with whom or what the body is moving; movement happens in a variety of relationships (e.g., pairs, groups, objects, environments)
- **Principles of movement:** including but not limited to mobility, stability, alignment, weight transfer, flexibility, strength, balance, coordination, breathing
- **Principles of design:** unity, variety, repetition, contrast, sequence, climax, proportion, harmony, balance, transition
- **Cultural appropriation:** use of a cultural motif, theme, "voice," image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn. Recognizing the difference between cultural appropriation versus cultural appreciation
- **Choreographic forms and structures:** the shape or structure of a dance; the orderly arrangement of thematic material (e.g., AB, ABA, rondo, canon, theme and variation, call and response, narrative)
- **Place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples' perspectives of the world

## Content – Elaborations

- **Safety protocols:** procedures to prevent harm or injury to self and others, including, for example, environment, biomechanics, clothing, and footwear

### Recommended Instructional Components:

Topics of Study:

1. Introduction to World Dance
2. World Cultures Past & Present
3. The History of World Dance & Culture
4. How Language is Connected to World Dance
5. Dance Technique & Drills
6. Cultural Artifacts in World Dance
7. What to Wear: Traditional Dress vs Costuming
8. Practical Application: Show Performance

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

Students will be assessed through in-process evaluations of comprehension, learning needs, and progress during a lesson or unit. These could be in the form of in-progress feedback during class, peer and self-assessment on a lesson, or ongoing teacher observations of student achievement.

Students may also be evaluated at the end of a unit or term through teacher and self- assessment in the form of one on one interviews which will give students the opportunity to evaluate their learning at the end of an instructional unit or term by comparing it against the beginning of the unit or term.

### Learning Resources:

### Additional Information:

This course is designed to give students the opportunity to work on specific styles of dance.



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Burnaby School District	<b>School District/Independent School Authority Number:</b> SD41
<b>Developed by:</b> Christina Wilson	<b>Date Developed:</b> October 29, 2020
<b>School Name:</b> Burnaby South Secondary	<b>Principal's Name:</b> Victoria Lee
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> World Dance 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

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

N/A

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

BFA (Dance), dance studio, music, dance implements

**Course Synopsis:**

World Dance 12 offers students an in-depth look at various dance styles of various world cultures through a progressive learning model. Students will be able to demonstrate an understanding and appreciation of the history, diversity, roles, and influences of various dance styles from different parts of the world within our modern society. Students will build their knowledge of cultural history, vocabulary, dance theory, as well as other aspects such as traditional dress and performance. Team building skills will be strengthened as students implement opportunities for sharing with their peers and within the local community. An extension of World Dance 11, students will master various forms of dance technique, develop important leadership skills, and critically think about the world around them at the local and global levels.

**Goals and Rationale:****Students will...**

- demonstrate an understanding of the history of world dance cultures
- develop artistic and technical skills required in mastering world dance styles
- be able to identify the various social, cultural, and historical influences western culture has on world dances
- learn how to respect diversity in learning
- learn the importance of keeping authentic dance histories alive
- engage in the creative process towards a final common goal for presentation
- use world dance to create meaning and express ideas and emotions from past and present histories
- identify the various roles and purposes of world dance in past and present society
- analyze world dance works from a variety of historical and cultural contexts
- initiate their own learning and explore the relationships between different cultures in society while understanding the impact a dancer has in fostering an appreciation for other cultures

**Indigenous Worldviews and Perspectives:**

## Students will...

- examine Indigenous cross-cultural perspectives communicated through dance
- connect the parallels between Indigenous & other cultural worldviews and histories
- explore the differences between cultural appropriation and dance appreciation
- explore Indigenous perspectives and knowledge to gain different perspectives of world cultures

### BIG IDEAS

World dance offers unique opportunities to convey meaning that explore identity, history, culture, and community.

Active participation in the arts is essential to building culture and gaining insight into the human experience.

Traditions, perspectives, worldviews, and stories can be shared through world dance.

Acquiring technical and creative proficiency in world dance requires perseverance, resilience, and risk taking.

World dance involves creativity, innovation, and collaboration which enhance movement, meaning, and intent.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Explore and Create</b></p> <ul style="list-style-type: none"> <li>• demonstrate kinaesthetic awareness of dance elements and techniques in a variety of world dance styles</li> <li>• express meaning, intent, and emotion in response to music or a story</li> <li>• experiment with dance elements, principles, and techniques to create innovative world dance phrases to convey a particular mood, meaning, or purpose</li> <li>• select and sequence movement phrases into choreographic forms and structures to express meaning or intent in dance compositions</li> <li>• explore a variety of dance styles from historical and contemporary world cultures</li> <li>• perform simple and complex movement phrases in large-group, small-group, and solo contexts</li> <li>• consider audience and venue when composing, rehearsing, and performing</li> </ul> <p><b>Reason and Reflect</b></p> <ul style="list-style-type: none"> <li>• receive and apply constructive feedback to refine world dance technique and creative abilities</li> <li>• demonstrate respect for self, audience, and others</li> <li>• describe, analyze, interpret, and evaluate dance techniques and choreography using world dance specific language</li> <li>• refine world dance concepts, technical skills, and performance</li> <li>• reflect on rehearsal and performance experiences</li> <li>• reflect on the influences of social, cultural, historical, political, and personal context on world dance</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• dance elements and principles of design</li> <li>• world dance vocabulary</li> <li>• skills specific to world dance technique, choreographic forms and structures.</li> <li>• traditional and contemporary Indigenous worldviews and cross-cultural perspectives communicated through movement and dance</li> <li>• differences between cultural appropriation and dance appreciation</li> <li>• health and safety protocols and procedures</li> <li>• kinaesthetic and spatial awareness</li> <li>• the role of dancers, choreographers, and audiences in a variety of contexts</li> <li>• the influence of time and place on historical and contemporary world dance forms</li> <li>• history and theory of world dance styles and their related cultures.</li> <li>• rehearsal and performance skills</li> </ul>

- use the rehearsal process to refine technical, critical, and creative capacities
- demonstrate leadership skills in co-operative and collaborative contexts to find solutions to challenges

#### **Communicate and Document**

- demonstrate personal and social responsibility associated with creating, performing, and responding to world dance
- document, share, and respond to world dance in a variety of contexts
- communicate meaning and emotions through world dance
- express personal voice, cultural identity, and perspectives through world dance
- consider the social impact of learning, creating, sharing various world dance styles and histories
- use world dance vocabulary to describe, document, and respond critically to dance experiences and performances
- understand and express the importance of cultural identity, perspectives, values, and emotions through world dance styles and cultures in a group setting

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## Big Ideas – Elaborations

**World Dance:** World Dance 12 curricula will focus on various world dance styles and cultures. This course is an extension of World Dance 11.

**Artistic ability in World dance:** requires dance literacy, which includes the ability to read, write, notate, or otherwise communicate using world dance language, vocabulary, and/or symbols

## Curricular Competencies – Elaborations

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## Content – Elaborations

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- **Safety protocols:** procedures to prevent harm or injury to self and others, including, for example, environment, biomechanics, clothing, and footwear

### Recommended Instructional Components:

Topics of Study:

1. Introduction to World Dance
2. World Cultures in the Contemporary World
3. Histories of World Dance
4. Dance vocabulary and Cultural Languages
5. Dance Technique & Drills
6. Dance Implements & Cultural Artifacts
7. Traditional Dress, Costuming, & Authenticity
8. Practical Application: Show Performance

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

Students will be assessed through in-process evaluations of comprehension, learning needs, and progress during a lesson or unit. These could be in the form of in-progress feedback during class, peer and self-assessment on a lesson, or ongoing teacher observations of student achievement.

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### Learning Resources:

### Additional Information:

This course is designed for students who are interested in learning various world dance styles and cultures