

# **Board/Authority Authorized Courses Requirements and Procedures Guidebook**



**Province of British Columbia  
Ministry of Education**

**Updated 2016**

## Table of Contents

<b>Introduction .....</b>	<b>1</b>
<b>Purpose of this Guidebook .....</b>	<b>1</b>
<b>Courses Eligible for Board/Authority Authorization.....</b>	<b>1</b>
<b>Courses Not Eligible for Board/Authority Authorization .....</b>	<b>3</b>
<b>Approval Process for Board/Authority Authorized Courses .....</b>	<b>4</b>
<b>Required Components for Board/Authority Authorized Courses .....</b>	<b>6</b>
<b>Developing a Board/Authority Authorized Course.....</b>	<b>7</b>
<b>Description of BAA Course Requirements .....</b>	<b>8</b>
<b>Approval and Coding Process.....</b>	<b>11</b>
<b>Appendix A.....</b>	<b>12</b>
Sample BAA Course Framework .....	12
Special Training, Facilities or Equipment Required.....	12
Course Synopsis .....	13
Rationale .....	13
Organizational Structure: Unit Descriptions .....	13
<b>Appendix B.....</b>	<b>21</b>
Sample Course Synopses .....	21
Literacy Studies 12 .....	21
Leadership and Peer Support 11.....	21
Yearbook 12 .....	21
Television Production 11.....	21
Effective Speech 12 .....	22
Web Mastering 11.....	22

## Introduction

Board/Authority Authorized Courses (BAA courses) are offered by schools to respond to the local needs of the schools and their communities while providing choice and flexibility for students. BAA courses are authorized by Boards/Authorities according to requirements set by the Ministry of Education.

## Purpose of this Guidebook

This document sets out the provincial requirements for BAA courses. It provides an explanation of each of the required framework components along with notes to course developers to assist Boards and Authorities in meeting requirements and procedures for developing a BAA course.

## Courses Eligible for Board/Authority Authorization

BAA courses may be used as all or part of the 28 elective credits students need to fulfill graduation requirements. Grade 12 BAA courses may count towards the minimum of 16 Grade 12 level credits required for graduation.

In response to local needs and student interests Boards/Authorities may authorize a broad variety of BAA courses focused on subject areas not offered through Ministry-developed courses: [www.bced.gov.bc.ca/irp/welcome.php](http://www.bced.gov.bc.ca/irp/welcome.php) . Examples of BAA courses developed previously include Aboriginal Culture, Hockey Skills, Journalism, Outdoor Education, Plumbing, and Web Design. Eligible BAA courses also include:

### English Language Learning (formerly referred to as English as a Second Language or ESL)

Boards/Authorities may design ELL courses for students whose primary language is not Standard English and who may therefore require English language support so they may successfully access the BC curriculum. These courses should not be remedial or modified versions of Ministry-authorized courses. More information can be found at: [www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa\\_ell\\_template.pdf](http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_ell_template.pdf)

### Fine Arts/Applied Skills

Grade 11 level BAA courses may be used to fulfill the Fine Arts/Applied Skills graduation requirement if they meet the outcomes of the Ministry-developed Grade 11 Fine Arts or Applied Skills Integrated Resources Packages (IRPs) at: [www.bced.gov.bc.ca/irp/welcome.php](http://www.bced.gov.bc.ca/irp/welcome.php) *Note:* Grade 10 and 12 BAA courses in the Fine Arts/Applied Skills subject areas do NOT meet the Fine Arts/Applied Skills requirement.

## **Students with Special Needs**

BAA courses may be developed to meet the needs of students with special needs (not to be confused with modified or adapted courses – see page 3). BAA courses for students with special needs may be developed for a variety of subjects or purposes such as social-emotional learning, to promote independence, or to develop employability skills. For example, *Principles of Social Interaction 10-12* addresses communication and social and abstract thinking skills in addition to developing strategies for resolving conflict and managing stress in social contexts. *Visually Impaired Technology* addresses nine specific areas of skill development: compensatory or functional academic skills, including communication modes (Braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills, and self determination and advocacy.

## **Environmental Sustainability**

The Sustainability Course Content Framework (2010) includes modules that might be used individually or as an entire BAA course. Each of the seven modules lists topic areas and possible learning outcomes related to the topics. Since many secondary schools already offer courses in the areas of leadership, environmental studies, and global issues, modules can be adapted into existing BAA courses. All content in the framework document is merely a starting point for teachers and schools wishing to offer students sustainability-focused course content. More information can be found at:

[www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/environmental-learning/sustcoursecontent-1.pdf](http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/environmental-learning/sustcoursecontent-1.pdf)

## Courses Not Eligible for Board/Authority Authorization

The following types of courses are not eligible for Board/Authority Authorization:

- **Courses with a significant overlap with current provincial curriculum** – The learning outcomes in BAA courses cannot significantly overlap with prescribed learning outcomes of Ministry-authorized courses, except for Fine Arts 11 and/or Applied Skills 11.
- **Modified courses** – For example, a social studies course taken by Grade 10 students with intellectual disabilities that has outcomes significantly different from the Ministry Social Studies 10 Integrated Resource Package (IRP).
- **Remedial courses** – For example, a math course designed to help students who have completed Foundations of Math 11 that provides review and remediation for them before they enrol in Foundations of Math 12; or a writing course designed to help students develop the skills needed to meet the outcomes of English 10.
- **Adapted courses** – Adaptations are teaching and assessment strategies used to accommodate a student's needs so he or she can achieve all the learning outcomes of the Ministry subject or course and demonstrate mastery of concepts while meeting all prescribed learning outcomes of the course, e.g., Adapted Language Arts 10 for students in ELL. For more information, see *A Guide to Adaptations and Modifications* at:  
[www.bced.gov.bc.ca/specialed/docs/adaptations\\_and\\_modifications\\_guide.pdf](http://www.bced.gov.bc.ca/specialed/docs/adaptations_and_modifications_guide.pdf)

## BAA Template

A Ministry-developed *BAA Course Framework Template* is available for use by course developers. Use of the Ministry *BAA Course Framework Template* is optional. However, if a local format or template is used, it must contain all the required components included in the Ministry template. For reference, a sample BAA Course Framework (Appendix A) and sample Course Synopses (Appendix B) are included at the end of this guidebook.

The Ministry template can be downloaded for completion as a Microsoft Word file from the BAA website: [www.bced.gov.bc.ca/graduation/board\\_authority\\_courses.htm](http://www.bced.gov.bc.ca/graduation/board_authority_courses.htm)

## Approval Process for Board/Authority Authorized Courses

Schools must have the approval of their Board/Authority prior to offering a BAA course, regardless of whether the course has already been approved in another jurisdiction.

Approved authorities are:

- For BC public and Yukon schools, Superintendent and Board;
- For independent schools, School Authority Chairs or their designate;
- For offshore schools, Director of International Education.

More information on the BAA Course Review Process is located on the BAA website: [www.bced.gov.bc.ca/graduation/board\\_authority\\_courses.htm](http://www.bced.gov.bc.ca/graduation/board_authority_courses.htm)

Boards/Authorities must submit the *Board/Authority Authorized Course Form* (BAA Course Form) for newly-developed courses to verify that each new course is compliant with the requirements of this document and with the following:

- *School Act* (if offered by a Board)  
[www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf](http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf)
- *Independent School Act* (if offered by an Independent School Authority)  
[www.bced.gov.bc.ca/legislation/schoollaw/independent\\_school\\_act\\_contents.pdf](http://www.bced.gov.bc.ca/legislation/schoollaw/independent_school_act_contents.pdf)
- *Board Authorized Course Ministerial Order*  
[www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m285\\_04.pdf](http://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m285_04.pdf)
- *ELL Guidelines – Template for BAA Language Acquisition/Culture Courses*  
[www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa\\_ell\\_template.pdf](http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_ell_template.pdf)

The new BAA Course Form can be accessed at the BAA website at:  
[www.bced.gov.bc.ca/graduation/board\\_authority\\_courses.htm](http://www.bced.gov.bc.ca/graduation/board_authority_courses.htm)

**Notes:**

- **The *BAA Course Form* is for new courses and NOT required for BAA courses approved prior to August 2011.**
- **The *BAA Course Form* from independent schools may be submitted prior to their next scheduled inspection and therefore without the signature of the inspector or designate.**

## Required Components for Board/Authority Authorized Courses

The requirements for BAA courses define the structure, components, and rigour of a course. They consist of the following:

- Course name
- Grade level
- Number of credits (maximum of 4)
- Course synopsis
- Rationale
- Organizational structure appropriate to subject/topic
- Learning outcomes that are assessable and observable and that can be understood by students and parents
- Instructional component that clarifies the outcomes and provides a range of pedagogical opportunities
- Assessment component that provides a range of both formative and summative assessment
- Learning resources that support the learning outcomes

*Note:* The Ministry may ask a Board/Authority to submit a copy of a BAA course framework and synopsis for review. If the Ministry determines that a reviewed course does not meet the requirements and procedures set out in this guidebook, the course cannot be offered. However, the board/authority may be able to revise a course in order to meet the requirements set out in this guide.



## Developing a Board/Authority Authorized Course

The following six steps outline the procedure for developing a Board/Authority Authorized Course to meet provincial requirements.

**Step 1:**

Read through the provincial requirements, the following Description of BAA Course Requirements, and the appended BAA Course Framework Sample to become familiar with all components and how they might apply to the course.

**Step 2:**

Develop a rationale for instruction of the course.

**Step 3:**

Select the organizational structure of the course (i.e., curriculum organizers, topics, units).

**Step 4:**

Develop the learning outcomes, instructional component, assessment component, and list of learning resources.

**Step 5:**

Complete the Ministry BAA Course Framework Template found at [www.bced.gov.bc.ca/graduation/board\\_authority\\_courses.htm](http://www.bced.gov.bc.ca/graduation/board_authority_courses.htm), or the local course format or template and review it with respect to the preceding four steps.

**Step 6:**

Write the course synopsis.

## Description of BAA Course Requirements

To meet provincial requirements, BAA courses must be pedagogically sound and include the following components:

### 1. Course Name

BAA course names should reflect the subject area and include the Grade level 10, 11, or 12 in the course name.

#### **Note to course developers**

BAA courses cannot use names of Ministry developed courses (e.g., Apprenticeship and Workplace Mathematics 11)

### 2. Grade Level

The Grade level reflects the appropriate level of instruction. In some cases, it may be appropriate to create several courses at the same Grade level in order to treat different aspects of the subject. This strategy may also be used in the case of a large amount of content divided into several courses. Such courses could be labelled, for example, Psychology 11A, 11B, and 11C.

#### **Note to course developers**

To determine the appropriate Grade level for Board/Authority Authorized Courses, developers should examine existing Ministry curriculum in the appropriate subject strand or area and similar existing Locally Developed courses. The developer's teaching and subject expertise will also play an important role in developing the course at the appropriate Grade level.

### 3. Number of Credits

Credits refer to the value of a Grade 10, 11 or 12 courses. The credit value reflects the length and scope of a course. A full course is 4 credits (100 to 120 hours).

#### **Note to course developers**

One credit represents the value attached to the knowledge, skills, and attitudes that most students can acquire in approximately 30 hours of instruction.

### 4. Course Synopsis

The course synopsis is a statement of product. It outlines what a student has gained when the course is completed.

#### **Note to course developers**

The course synopsis is more easily developed after completing the course framework.

## 5. Rationale

The rationale is a statement of the reasons for wanting to offer opportunities to study this course. The rationale answers the question: Why is it important for students to take this course?

### **Note to course developers**

Although the rationale may be modified during course development, taking time at the beginning to develop a solid draft will help to focus your work.

## 6. Organizational Structure

The organizational structure includes the curriculum organizers (the big ideas) and the specific topics or units, which include the learning outcomes, instruction and assessment components, and time allotments.

### **Note to course developers**

Taking time to organize the structure of the course will make it easier to develop the learning outcomes, as well as the instructional and assessment components that support the outcomes.

## 7. Learning Outcomes

The learning outcomes are statements of what students are expected to know and be able to do within each course curriculum organizer.

Learning outcomes for a BAA course must be:

- written to complete the stem: *It is expected that students will...*
- appropriate to the age or grade range for which they are intended
- understandable by students, parents, and educators
- observable or measurable (i.e., stated in such a way that it will be readily apparent when the student has met the expectation)
- clearly stated in terms of what will be expected of students
- supportive of a range of instructional and assessment strategies

### **Note to course developers**

During development, keep in mind that learning outcomes will ultimately be the subject of evaluation. They are the benchmarks that permit the use of criterion-referenced performance standards.

## 8. Instructional Component

The instructional component of a course expands on and makes clear the intent of the learning outcomes. It involves the use of activities, techniques, and methods that can be employed to meet diverse student needs and to deliver the curriculum. The nature and features of the course will influence instructional strategies and activities.

### Note to course developers

When developing the instructional component, consider:

- an appropriate balance of the various learning outcomes
- a variety of approaches, including both innovative and “tried and true”
- activities that draw from and build on prior learning
- various learning styles
- activities that are transferable to other contexts

## 9. Assessment Component

The assessment component provides opportunities to assess formatively and summatively the students’ achievement of the learning outcomes.

### Note to course developers

Consideration of the following questions will assist in developing the assessment component:

- How will this assessment component help to plan or adjust instruction, track students’ progress, or provide feedback to students?
- How will this component encourage good instructional practice?
- How will this component encourage fair assessment?
- Is the component consistent with provincial policy? (Refer to Guidelines for Student Reporting, available at [www.bced.gov.bc.ca/policy/policies/student\\_reporting.htm](http://www.bced.gov.bc.ca/policy/policies/student_reporting.htm)
- and BC Performance Standards, available at [www.bced.gov.bc.ca/perf\\_stands/](http://www.bced.gov.bc.ca/perf_stands/)
- Will the component yield appropriate assessment information?
- Does the component highlight key aspects of the learning outcomes and reflect a balance of assessment activities for the outcomes?

## 10. Learning Resources

The learning resources selected for the course should be age appropriate and support the learning outcomes. The selection and development of learning resources should take into account the needs of learners. Major learning resources, including teacher resources, should be listed.

**Learning resources must be evaluated through the local board-approved process.**

### Note to course developers

Detailed evaluating and selecting criteria for resources can be obtained by consulting the Ministry of Education document, Evaluating, Selecting, and Managing Learning Resources: A Guide (Revised 2002), available at: [www.bced.gov.bc.ca/irp/resdocs](http://www.bced.gov.bc.ca/irp/resdocs)

## Approval and Coding Process

### Step 1:

**School Districts:** Submit the completed Course Framework along with the Board/Authority Authorized Course Form to the Superintendent for approval/signature.

**Independent Schools:** Submit the completed Course Framework along with the Board/Authority New Course Form to the Independent School Authority Chair for approval/signature.

**Offshore Schools:** Submit the completed Course Framework along with the Board/Authority New Course Form to the Director of International Education, acting as the Offshore Authority designate for approval/signature.

### Step 2:

**School Districts:** Submit the approved Course Framework and Board/Authority Authorized Course Form to the Board for approval/signature.

**Independent Schools:** Go to Step 3.

**Offshore Schools:** Go to Step 3.

### Step 3:

**School Districts:** Submit the approved Course Framework and Board/Authority Authorized Course Form to the Board for approval/signature. Retain a copy of the framework for the Ministry upon request.

**Independent Schools:** Retain the approved Course Framework and the Board/Authority Authorized Course Form for the Inspector of Independent Schools and for the Ministry upon request.

**Offshore Schools:** Retain the approved Course Framework and the Board/Authority Authorized Course Form for the Inspector of Offshore Schools and for the Ministry upon request.

The BAA Course Form can be accessed at:

[www.bced.gov.bc.ca/graduation/board\\_authority\\_courses.htm](http://www.bced.gov.bc.ca/graduation/board_authority_courses.htm)

### Step 4:

Send an electronic copy of the Board/Authority Authorized Course Form to the Ministry at

[EDUC.GradStandards@gov.bc.ca](mailto:EDUC.GradStandards@gov.bc.ca)

### Step 5:

Assign a course code from the BAA Core Categories posted at

[www.bced.gov.bc.ca/graduation/board\\_authority\\_courses.htm](http://www.bced.gov.bc.ca/graduation/board_authority_courses.htm)

## Appendix A

### Sample BAA Course Framework

District Name: Mountain Valley

District Number: SD #100

Developed by: John Doe

Date Developed: November 2011

School Name: BC Secondary School

Principal's Name: Jane Green

Superintendent Approval Date (for School Districts): December 2011

Superintendent Signature (for School Districts): *Signature*

Board/Authority Approval Date: December 2011

Board/Authority Chair Signature: *Signature*

Course Name: Community Cultures Digital Video Project

Grade Level of Course: Grade 11

Number of Course Credits: 4

Number of Hours of Instruction: 120 hours

Prerequisite(s): None

### Special Training, Facilities or Equipment Required

Video camera(s), DV tape, TV monitor, computer(s) with editing software. Teacher or resource person will need experience in using video cameras and editing software.

## Course Synopsis

Students learn to use digital video cameras and editing equipment as they follow the steps in creating a video about a topic of community value or personal interest. As a culmination, students reflect on their work and plan an event to present their video to their school and community. Learning outcomes for the course are grouped under the curriculum organizers: Social and Cultural Issues, Creation, Analysis, and Technology, and students are given the opportunity for self and peer assessment in each of the five units.

## Rationale

This course supports and encourages students to explore the richness and diversity of various cultures through the medium of digital video. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting a variety of perspectives on significant issues.

## Organizational Structure: Unit Descriptions

Unit	Title	Time
Unit 1	Exploration	15 hours
Unit 2	Pre-Production	25 hours
Unit 3	Production	30 hours
Unit 4	Post-Production	35 hours
Unit 5	Sharing and Reflecting	15 hours
	<b>Total Hours</b>	<b>120 hours</b>

## Unit Descriptions

### Unit 1: Exploration

Time: 15 hours

---

Students will become familiar with the technology and techniques they will use in the project and explore the potential of various themes and topics. They will practise using the equipment and doing basic editing, create portfolios of basic shots, make mind maps of possible themes and topics, and reflect on and self-assess their work in the unit. Concepts such as *How can the way you use the camera change the effect the images have on viewers?* and *What type of project might be relevant to our community?* will be explored through critical analysis/interpretation exercises.

#### Curriculum Organizer - Social and Cultural Issues

It is expected that students will:

- identify elements that contribute to the regional, cultural, and ethnic diversity of Canadian society

#### Curriculum Organizer - Creation

It is expected that students will:

- apply the creative process (i.e., perceptions, exploration, experimentation, production, and evaluation) in their work
- create images using sound and movement

#### Curriculum Organizer - Analysis

It is expected that students will:

- explain personal interpretation of and preferences for selected video works
- identify the features of good video

#### Curriculum Organizer - Technology

It is expected that students will:

- use video technology to create images and edit film
- use appropriate vocabulary when discussing video technology and process
- use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner



Students will work in teams to write solid, workable project proposals with concept statements, gather the information needed for their projects, and write detailed video sequences for specific digital video projects. Alternative suggestions are given in the case where the entire class is contributing to one product. Throughout the process, students will return to their concept statements to ensure they are on track and addressing the curriculum.

**Curriculum Organizer - Social and Cultural Issues**

*It is expected that students will:*

- identify and assess political, economic, and environmental issues facing selected cultural groups in the community

**Curriculum Organizer - Creation**

*It is expected that students will:*

- demonstrate the ability to think critically, including the ability to define an issue or problem and develop hypotheses and supporting arguments
- gather relevant information from appropriate sources
- use effective communication skills when gathering and sharing information independently and in groups
- apply the creative process (i.e., perceptions, exploration, experimentation, production, and evaluation) in their work write detailed video sequences for specific video projects

**Curriculum Organizer - Analysis**

*It is expected that students will:*

- identify the role that video has in reflecting, sustaining, and challenging beliefs and traditions

Students will continue to develop their repertoire of digital video production skills and strategies and their ability to work in production teams. Teams will develop production plans, identify locations, rehearse, and shoot footage for their videos. Concepts such as how the oral, visual, and written elements of video fit together will be explored, as well as copyright and acknowledgements.

**Curriculum Organizer - Creation**

It is expected that students will:

- gather relevant information from appropriate sources
- use effective communication skills when gathering and sharing information independently and in groups
- apply the creative process (i.e., perceptions, exploration, experimentation, production, and evaluation) in their work
- identify symbolic and cultural associations of particular visual and audio elements in video
- create images using sound and movement

**Curriculum Organizer – Analysis**

It is expected that students will:

- identify ethical, moral, and legal considerations associated with reproducing and distributing images through video
- analyze the importance of the integration of oral, visual, and written elements of the project
- discuss the role of copyright and acknowledgements in video production

**Curriculum Organizer - Technology**

It is expected that students will:

- demonstrate competent use of video technology to support project production
- apply appropriate procedures associated with a specific position in a production team
- use appropriate vocabulary when discussing video technology and process
- use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner

Students will review their rough footage and edit it into their final video products. They will create titles and credits and shoot more footage if required. Teams will assess their final products for the overall quality of their work and how well they have addressed the issues identified in their concept statements.

**Curriculum Organizer - Social and Cultural Issues**

*It is expected that students will:*

- assess elements that contribute to the regional, cultural, and ethnic diversity of Canadian society with respect to the specific video project

**Curriculum Organizer - Creation**

*It is expected that students will:*

- apply the creative process (i.e., perceptions, exploration, experimentation, production, and evaluation) in their work
- assess symbolic and cultural associations of particular visual and audio elements in the video project
- create images using sound and movement
- create titles, credits, and other required information

**Curriculum Organizer - Analysis**

*It is expected that students will:*

- explain personal interpretation of and preferences for selected video footage
- analyze ethical, moral, and legal considerations associated with reproducing and distributing images through video
- analyze the role that video has in reflecting, sustaining, and challenging beliefs and traditions
- assess the influence of video on public opinion
- assess the overall quality of the video production

**Curriculum Organizer - Technology**

*It is expected that students will:*

- use video technology to manipulate selected elements in order to enhance the meaning or effect of the images, to reflect stylistic or cultural influences, and to achieve a specific emotional response
- apply appropriate procedures associated with a specific position in a production team to create video
- use appropriate vocabulary when discussing video technology and process
- use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner

In this final unit, students will share and reflect on their work. They will prepare brief written summaries of their projects and plan and carry out a celebratory event to present the videos to the school or community. This could be in the form of a mini “film festival.” As a culmination, they will videotape interviews with the teacher and team members, reflecting on what they learned about the culture they filmed, what they learned about working as part of a team, what they learned about working with technology, what kinds of contribution their products made to their community, what other ways they could demonstrate what they learned about the culture or community, and what advice they could give to next year’s students about making a video and planning an event.

**Curriculum Organizer – Social and Cultural Issues**

*It is expected that students will:*

- demonstrate a knowledge and understanding of the social and cultural aspects of the community portrayed in the video project

**Curriculum Organizer - Creation**

*It is expected that students will:*

- demonstrate the ability to think critically, including the ability to define an issue or problem and develop hypotheses and supporting arguments
- gather relevant information from appropriate sources
- use effective communication skills when gathering and sharing information independently and in groups
- apply the creative process (i.e., perceptions, exploration, experimentation, production, and evaluation) in their work
- create images using sound and movement

**Curriculum Organizer - Analysis**

*It is expected that students will:*

- explain personal interpretation of and preferences for selected video footage
- analyze the role that video has in reflecting, sustaining, and challenging beliefs and traditions
- assess the influence of the video project on the cultural community and the public at large
- analyze the importance of team work when working as part of a production team

**Curriculum Organizer - Technology**

*It is expected that students will:*

- demonstrate competency in all areas of video production
- apply appropriate procedures associated with a specific position in a production team
- use appropriate vocabulary when discussing video technology and process
- use and maintain materials, equipment, and work space in a safe and environmentally sensitive manner

**Instructional Components:**

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modelling
- practical creativity
- brainstorming
- group work
- videotape
- analysis of commercial film and video works
- analysis of own and classmates' video work

**Assessment Components:**

- Sixty percent (60%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the students' most consistent level of achievement throughout the course, although special consideration will be given to the more recent evidence of achievement.
- Forty percent (40%) of the grade will be based on a final evaluation of each student's final video, reflection, presentation and/or another method of evaluation suitable to the course content and administered toward the end of the course.

Type of Assessment	Category	Details	Weighting (%)
Formative (30%)	Practical Applications Self-Rating Scale	Weekly Logbook Review	40
		End of Units 1-4	20
Summative (40%)	Final Assessment	Final Video	20
		Reflection and Presentation	20
		<b>Total</b>	<b>100%</b>

Performance Methods	Personal Communication	Other
project proposal outline	group dialogue	weekly assessment
video logbook submissions	student/instructor/mentor triologue	teacher anecdotal records
projects	logbook reflection	teacher log
portfolio	self evaluation	checklists
video products evaluation	peer evaluation	rubrics
presentation of completed works		rating scales
posters/invitations to presentation		
event planner		

**Learning Resources:**

- Video and editing equipment manuals
- Visit to commercial video production company or local TV station
- Articles and information about video production on Internet
- Books
  - The Little Digital Video Book*, Michael Rubin, Peachpit Press, 2<sup>nd</sup> Edition, September 2008.
  - Beginner's Final Cut Pro*, Michael Rubin, Peachpit Press, July 2002.
  - Digital Video Pocket Guide*, Derrick Story, O'Reilly & Associates, July 2003.

## **Appendix B**

### **Sample Course Synopses**

#### **Literacy Studies 12**

This course is designed to prepare students to read, discuss, and write about literature in a university environment. In genre-based study, students focus on short stories, poetry, drama, and novels. Emphasis is placed on critical reading and intelligent, capable discussion (both written and oral) of the literature. Students are also instructed in writing literary commentaries and the skills necessary for close readings of literature.

#### **Leadership and Peer Support 11**

This course prepares and motivates students to provide leadership and assistance to others in their schools and communities. Students will develop skills in communication, interpersonal relations, coaching, leadership, teamwork, and conflict management, and apply these skills in roles such as tutoring, mentoring, and student council involvement. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives.

#### **Yearbook 12**

This year-long course is available to students in Grades 11 and 12. Students are responsible for the production of the school yearbook and the layout for the school calendar. Students may be assigned to work in the areas of photography, copy writing, page layout, advertising, and/or distribution. The yearbook is produced using a desktop publishing program in cooperation with a Canadian publisher. Although Yearbook is offered through the English department, the credit does not count toward fulfilling the English graduation credit requirement.

#### **Television Production 11**

Television Production 11 is a hands-on team-oriented class with a maximum enrollment of 15 students (because of space and equipment limitations). This course will teach students how to operate television equipment in the TV studio (videocams, FAST digital video machine, Panasonic sound and editing decks, audio mixer, and character generator). Students will produce television programs for school and community use. Students will be expected to conduct interviews, write TV scripts, shoot and edit video footage, and produce at least one semester-long project for airing on Channel 9 or 10. A daily TV news show to be aired in all classrooms will also be part of students' responsibility.

**Effective Speech 12**

Effective Speech is designed to help students improve their ability to compose and deliver speeches by providing them with a variety of speaking situations. The course includes a study of methods of finding subject matter, organizing speeches, composing introductions and conclusions, and using the body and voice in delivery. Speaking experience gained in the course will also help make the students more poised and confident speakers.

**Web Mastering 11**

This course focuses on scripting, developing search strategies and publishing skills, and serving information on a web server. In addition, the topic of Web ethics will be covered. Students will act as Webmasters for the class, school, or district, participating in a global community of learners and collaborators. Students enrolled in this course will be computer literate and acquire basic electronic productivity tools.