



Board/Authority Authorized Course : Project-Based Learning

School District/Independent School Authority Name: School District 8	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD8
Developed by: Matthew Winger, Ted Wallace	Date Developed: Dec. 2017
School Name: Crawford Bay Elementary Secondary School	Principal's Name: Laury McPherson
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Project-Based Independent Learning	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100 - 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Dependent upon project modules chosen by students and instructor.

Course Synopsis:

There are a total of four possible credits to be earned for this course. In order to receive credit for a project a student must be able to account for 25 hours of class time (using your "hours invoice"), have some kind of product that demonstrates your newfound competence, knowledge, and/or skill, and have a relevant means of assessment of both the product and process of making it. All students are expected to take part in semi-weekly "Coffee Shop" discussions in order to receive their fourth credit in debate/philosophy/critical thinking. There are three "module" periods per semester, and

the teacher will offer a teacher directed/assisted option for each period. In order to complete an independent module you must first fill out a “project independent module proposal”.

In short: record of 25 hours + product that shows what you have learned + a master of this skill has marked your product and given you meaningful feedback = 1 credit.

Goals and Rationale:

I. Rationale:

Why does this course exist? Current research in education has shown that mastery of intrinsically motivating activities are the most likely to lead to innovation, creativity, and “flow states” (**How Children Succeed - Paul Tough; Flow -Mihaly Csikszentmihalyi; The End of Education - Neil Postman**). In traditional academic formats, students rarely have the opportunity to engage in extended self-directed study where they have to plan their own learning experiences, schedule their own time, and account for how they have used their time. By giving students an opportunity to do this in high school, we at Crawford Bay are trying to help our students develop the skills needed to be effective lifelong learners.

II. Course Aims and Outcomes:

Aims

A successful student in this course will be able to brainstorm interests and skills that they would like to become more skilled/knowledgeable in, develop with a teacher or mentor a way to practice/master that skill and/or learn deeply about it, and come up with a way to demonstrate their new mastery/knowledge. Finally, they will have to present their new competency/product to their peers in a “demonstration of learning symposium” and engage in personal reflection of their own learning process, and offer critical yet constructive feedback to their peers.

III. Coffee Shop/Debates elaborations: One credit is a required one in philosophy/debate/current events by taking part in our coffee shop discussions that take place every other Friday. The topics for these discussions are generated through student consensus, and all students taking part are expected to have done some independent research on some particular of this issue/topic prior to the class. All students taking part are expected to engage civilly and respectfully in the discussion, tolerating differences of opinion, and never making personal insults or attacks because of expressed opinions. A student may opt out of any topic discussion and the teacher holds the right to stop discussions from going down age/maturity inappropriate avenues. During the week after a discussion, each student taking part is expected to write a 1 page (minimum) reflection on what they thought were the most relevant/interesting points made, what they learned, and how the topic could relate to them personally.

Periodically, we will also structure Coffee Shop as a formal debate, where the class will be divided into those for the resolution, those against, and a jury who will determine which side made the most compelling arguments.

Aboriginal Worldviews and Perspectives:

This course is influenced by the First People’s Principles of Learning. Specifically:

- students explore their identity through the modules they choose to pursue,
- students are given the time to develop their mastery of a competency area, and the instructor must have the patience to let this unfold organically,
- independent modules are experiential in nature and all students must reflect upon their learning process and link it to their community as a whole (e.g. we use reflective questions like: “How can I help my community now that I have become more able to....?” Or “who else needs to learn this skill that I can now mentor?)

BIG IDEAS

Examining questions and engaging in civil debate allows people to question their assumptions and better understand their own beliefs

While active debate often examines issues with no definitive answers, logic and reasoned arguments can show which answers have more or less value.

Giving students the opportunity to engage in extended self-directed study where they have to plan their own learning experiences, schedule their own time, and account for how they have used their time increases intrinsic motivation and engagement in the learning task

Developing artistic expression and/or technical competency requires perseverance, resilience, and risk taking.

The development of technical competence and the refinement of skills requires frequent periods of self-evaluation and room for experimentation and extended practice.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>Brainstorm and propose an independent learning module, justifying the means of instruction and what would be a valid, meaningful assessment for it.</p> <p>Plan and execute a plan of study for an independent module</p>	<p><i>Students are expected to know the following:</i></p> <p>Complex ideas and evolving world events rarely have one “correct” perspective or causal factor. The best way to achieve a nuanced understanding of complex ideas is to listen to multiple perspectives and suspend judgement.</p> <p>A valid, meaningful assessment is one that comes from someone(s) who is more experienced, competent, or has access to valuable insights.</p> <p>Learning takes place at different rates and situations that will arise cannot always be predicted beforehand. Nonetheless, time is used more efficiently if there is a plan.</p>

Present their newly developed capacities/competencies in a way that showcases how their skills developed over time and is the best exemplar for their current degree of mastery.

Track the use of their time throughout the course of a 25-hour module and reflect on the use of their time.

In order to have an impact on their peers/assessors, one ought to choose their best work to present. Even new knowledge ought to allow you to do new things in the world.

Students must show up for all coffee shop discussion with a summary of their research (1/2 page bullet points minimum) from at least 3 “gold standard” sources (i.e. no clear bias, no overt commercial interest)

Big Ideas – Elaborations

Curricular Competencies – Elaborations

Content – Elaborations

role of value systems and belief systems in the development of cultures: Sample topics: • religious doctrines • values and morals • philosophical beliefs • myths, legends, and heroes

Recommended Instructional Components:

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

In collaboration with the instructor, students must take part in determining what quality assessment would look like as it pertains to this particular module. In doing so they must ensure that assessment:

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Throughout the learning process, students must intentionally gather evidence to inform teaching and learning. Personalization lends itself to assessment as learning, where students participate in the setting of criteria and the design of inquiries, and self- and peer-assessment.

Students document their own learning over time using collections of his or her own work and demonstrations to create a profile of his or her strengths, areas of growth, and areas for further development.

Learning Resources:

Additional Information: