



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: SD8 Kootenay Lake	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD8 Kootenay Lake
Developed by: Ms. Tamara Malloff (Principal, LV Rogers and DESK, SD8 Kootenay Lake), Mr. Rob Schwarzer (Chair, School of Industry and Trades Training, Selkirk College)	Date Developed: March 16, 2018
School Name: LV Rogers Secondary School DESK	Principal's Name: Ms. Tamara Malloff
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: SD8 LVR Selkirk College Trades Sampler Program	Grade Level of Course: 10-12
Number of Course Credits: Minimum 20 course credits (5 course x 4 credits)	Number of Hours of Instruction: 500 hours (300 ITA/Selkirk and 2 x 120 for WEX/CE 12)

Board/Authority Prerequisite(s):

Students who apply to the SD8 LVR Selkirk College Trades Sampler Program should have completed Workplace Math 10 or Workplace Math 11 prior to entering the program. Students should have also taken at least one Applied Skills elective course prior to the program. Students will be interviewed, will complete an application form, and will also complete the ITA Essential Skills tool to screen for eligibility, interest, and commitment. At a minimum, students should be in Grade 10, though students in Grade 11 are ideal candidates as they may continue with the Youth Train in Trades or Youth Work in Trades program through the ITA and Selkirk College in partnership with SD8 Kootenay Lake.

Special Training, Facilities or Equipment Required:

To help students increase their employability, the program will offer at least two workforce certificates. Two of those certificates will be Occupational First Aid Level 1 and WHMIS.

It is recommended that students participate in a Trades Pre-Test if available at the training provider. The ITA Essential Skills tool may also be used: <http://www.ita.essentialskillsgroup.com/>

Course delivery will take place primarily at the Selkirk College Silverking Campus in Nelson, utilizing college level instructors in at least 5 trades areas. Transportation from LVR/DESK will be provided or subsidized by SD8 Kootenay Lake.

The remainder of the time, students will spend in a Work Experience placement and will complete a 4 credit component of their Career Education Program through DESK, geared towards a graduation program for the Trades and Technology Career Zone.

Course Synopsis:

School District No 8, LV Rogers Secondary School and Selkirk College are partnering together to deliver the ITA Youth Explore trades program to assist a cohort of 16 students in their career exploration while learning trades and technology skills.

Students in grades 10-12 will have the opportunity to sample various trades programs through multiple hands-on learning opportunities (Carpentry, Electrical, Metal Fabrication, Millwright Machinist, and others!) that are currently in demand in BC.

Students will be able to apply for a Dual Credit Trades Program with Selkirk College's Youth Train In Trade Programs upon program completion and may be given preferential seating in their grade 12 school year.

In addition, students may qualify for an ITA Youth Work placement with an employer as an apprentice where the students will earn a wage while they are learning their chosen trade.

Selkirk College will offer the program full-time for 10 to 12 weeks, followed by a full-time WEX (Work Experience) and Career Education Program (Career Life Exploration or Career Life Education) organized by SD8 and LV Rogers Secondary through DESK (Distributed Learning School).

There is a minimal fee of \$100 to cover equipment and resources. A total of two school bursaries are available for students who would like to offset fees.

Typical Program Design

2 to 4 weeks	Workplace skills training <ul style="list-style-type: none">▪ Safety, including at least three workforce certificates. It is recommended that two of these are WHMIS and Occupational First Aid Level 1, with the third certificate to be determined by the program, based on local conditions.▪ Tools and Equipment▪ Job Readiness Skills▪ Overview of Apprenticeship▪ Bullying and Harassment
8 to 10 weeks	Technical modules <ul style="list-style-type: none">▪ Covering four or more trades. Programs can choose which trades to offer, based on local conditions.▪ Each trade module ideally includes contact with one employer in the relevant trade, either in the classroom or on a work site.▪ During the Explore Trades Sampler program overall, there should be at least one visit to a work site.
4 weeks	Work Experience *OPTIONAL <ul style="list-style-type: none">▪ Youth participants in the program should also complete a 120-hour Work Experience program. This Work Experience placement is organized through the school district, and credited separately as WEX 12A or 12B. School district liability coverage covers the student while they are in WEX.

Goals and Rationale:

The central outcome of the ITA Trades Sampler program is to provide students with an opportunity to explore several careers in the construction trades through relevant hands-on experiences while working towards their high school graduation.

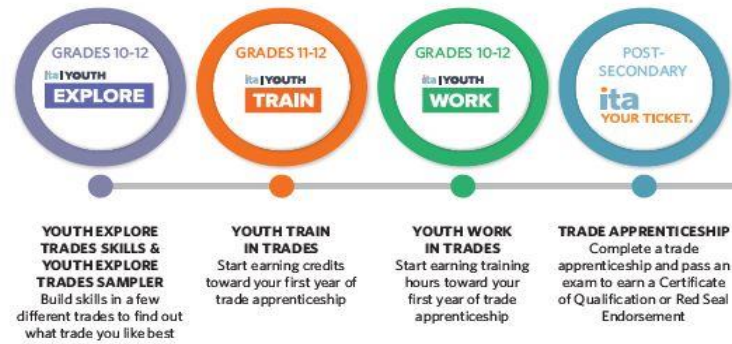
One of the goals of the Trades Sampler program is to help students explore one of the many careers in the construction trades.

The more in-depth and comprehensive 300-hour Youth Explore Trades Sampler program gives students a chance to explore trades further before committing to a dedicated trade program such as Youth Work in Trades or Youth Train in Trades.

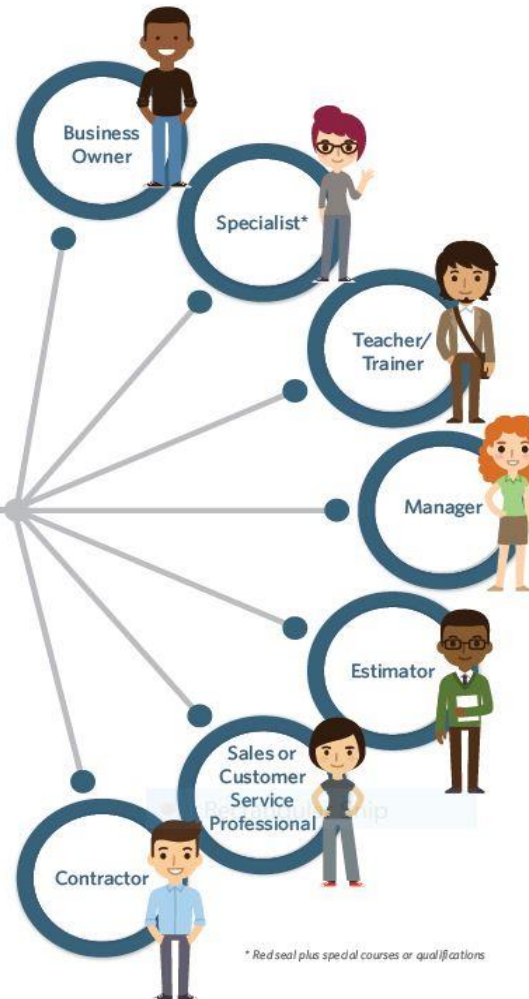
Starting in September 2016, ITA will fund Youth Explore Trades Sampler for secondary school-aged students and incorporate those students into the ITA Youth Trade Programs.

Your Pathway to a Career in the Trades

Some pathways may require additional courses or training, but for many careers, a trades ticket is a great start!



Choose the trade that suits you... and choose the career path that suits your lifestyle.



Aboriginal Worldviews and Perspectives: Aboriginal Initiatives Skills Training Plan 2015-18

Overview

“Young Population – The median age of the B.C. population is 42 years old, while the median age of the Aboriginal population in B.C. is 28 years old. The Aboriginal population across B.C. and across Canada is younger and faster growing than the general population. As such, Aboriginal youth are a key source of potential skilled labour for the trades, as ageing tradespersons are retiring in large numbers.”

Awareness

“Fundamental to building awareness is to ensure influential groups have relevant information on the skilled trades to provide to Aboriginal people and stakeholder groups. These groups include Aboriginal communities, employers, educators, industries, organizations and unions. For youth, increasing awareness of trades as a viable career choice must first be understood by high school teachers and counsellors. As for employers, education institutions, organizations and unions, they need to know reasons for engaging Aboriginal people in the trades; this may be done through providing information on Best Practices in Aboriginal Apprenticeships that has examples of various industries and occupations.”

Engagement

“Specific to engaging with Aboriginal youth, activities suggested were to start connecting with them when they are young and provide counselling on course selections to ensure they have the proper prerequisites to enter the trades. ITA must also be present at events where Aboriginal youth gather, for example the BC Association of Friendship Centers (BCAFC) annual Gathering Our Voices Youth Conference, and provide opportunities for youth to be introduced to the trades through activities such as site tours.”

Summary

Relationships

1. Build Awareness in the Aboriginal Community
2. Strengthen Connections with the Aboriginal Community, Industry and the Province
3. Build and Maintain Internal Connections

(Source: [“ABORIGINAL INITIATIVES: Aboriginal Initiatives Skills Training Plan 2015-18”](#))

BIG IDEAS

LINE A: ESSENTIAL SKILLS

The purpose of the Essential Skills module is to highlight the expectations and requirements of apprentices in trade programs. Through these modules students will prepare themselves for successful employment in trades in BC.

LINE B: USE SAFE WORK PRACTICES

The purpose of the Use Safe Work Practices module is to identify the dangers and risks of working in trades. This module provides students with the knowledge and skills required to navigate and minimize the risks through education, practice and demonstration of safe work practices.

LINE C: WORKFORCE CERTIFICATES

The Workforce Certificates earned in this Trades Sampler program provide students with the necessary skills and knowledge required to work safely in a trade environment. The certificates also provide increased employability of the students because they are more job-ready upon completion of the program. Students will complete at least three modules: WHMIS and First Aid are recommended, and other modules are selected from the list.

LINE D: EMPLOYABILITY/EMPLOYMENT ENGAGEMENT

The Employability/Employment Engagement module is to connect students into the workforce through work experience, site visits and guest speakers. Connections created through this module will provide a path for students to gain employment in the trade area of their interest. The work experience portion (WEX) and Career Education (CE) is to be done through the high school and is in addition to the Trade Sampler program.

LINE E: USE TOOLS AND EQUIPMENT

The Tools and Equipment module provides students the overview of general tools used in each trade area as well as the safety procedures for correct use of each tool. This module can be delivered separately or also combined into each trade area for just in time delivery of the tools for each trade area.

Learning Standards

Curricular Competencies	Content																								
<p><i>Students are expected to do the following:</i></p> <p>LINE A: ESSENTIAL SKILLS</p> <p>The purpose of the Essential Skills module is to highlight the expectations and requirements of apprentices in trade programs. Through these modules students will prepare themselves for successful employment in trades in BC.</p> <hr/> <p>LINE B: USE SAFE WORK PRACTICES</p> <p>The purpose of the Use Safe Work Practices module is to identify the dangers and risks of working in trades. This module provides students with the knowledge and skills required to navigate and minimize the risks through education, practice and demonstration of safe work practices.</p> <hr/> <p>LINE C: WORKFORCE CERTIFICATES</p> <p>The Workforce Certificates earned in this Trades Sampler program provide students with the necessary skills and knowledge required to work safely in a trade environment. The certificates also provide increased employability of the students because they are more job-ready upon completion of the program. Students will complete at least three modules: WHMIS and First Aid are recommended, and other modules are selected from the list.</p> <hr/>	<p><i>Students are expected to know the following:</i></p> <p>Learning Outcomes: At the end of these modules, learner will be able to:</p> <p>LINE A: ESSENTIAL SKILLS</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr><td style="background-color: #d9e1f2;">Competency A1</td><td style="background-color: #d9e1f2;">Use Communication Skills</td></tr> <tr><td style="background-color: #fce4d6;">Competency A2</td><td style="background-color: #fce4d6;">Use Numeracy Skills</td></tr> <tr><td style="background-color: #d9e1f2;">Competency A3</td><td style="background-color: #d9e1f2;">Apply Study Skills</td></tr> <tr><td style="background-color: #fce4d6;">Competency A4</td><td style="background-color: #fce4d6;">Work With Others</td></tr> <tr><td style="background-color: #d9e1f2;">Competency A5</td><td style="background-color: #d9e1f2;">Read and Interpret Drawings</td></tr> </table> <hr/> <p>LINE B: USE SAFE WORK PRACTICES</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr><td style="background-color: #d9e1f2;">Competency B1</td><td style="background-color: #d9e1f2;">Control Workplace Hazards</td></tr> <tr><td style="background-color: #fce4d6;">Competency B2</td><td style="background-color: #fce4d6;">Use OH/S Regulation and WorkSafeBC Standards</td></tr> <tr><td style="background-color: #d9e1f2;">Competency B3</td><td style="background-color: #d9e1f2;">Use Personal Protective Equipment</td></tr> <tr><td style="background-color: #fce4d6;">Competency B4</td><td style="background-color: #fce4d6;">Apply Fire Prevention</td></tr> </table> <hr/> <p>LINE C: WORKFORCE CERTIFICATES</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="background-color: #d9e1f2;">Competency C1</td><td style="background-color: #d9e1f2;">Use WHMIS</td></tr> <tr><td style="background-color: #fce4d6;">Competency C2</td><td style="background-color: #fce4d6;">Use First Aid</td></tr> <tr><td style="background-color: #d9e1f2;">Competency C3</td><td style="background-color: #d9e1f2;">Select a Course from the List of Certificates</td></tr> </table> <hr/>	Competency A1	Use Communication Skills	Competency A2	Use Numeracy Skills	Competency A3	Apply Study Skills	Competency A4	Work With Others	Competency A5	Read and Interpret Drawings	Competency B1	Control Workplace Hazards	Competency B2	Use OH/S Regulation and WorkSafeBC Standards	Competency B3	Use Personal Protective Equipment	Competency B4	Apply Fire Prevention	Competency C1	Use WHMIS	Competency C2	Use First Aid	Competency C3	Select a Course from the List of Certificates
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LINE D: EMPLOYABILITY/EMPLOYMENT ENGAGEMENT & CAREER LIFE EDUCATION/CONNECTIONS

The Employability/Employment Engagement module is to connect students into the workforce through work experience, site visits and guest speakers. Connections created through this module will provide a path for students to gain employment in the trade area of their interest. The work experience portion (WEX) and Career Education (CE) modules are to be done through LVR/DESK and is in addition to the Trade Sampler program.

Career Life Connections Curricular Competencies:

- Identify and provide evidence of learning experiences that represent achievement and inform future directions
- Use entrepreneurial and innovative thinking to **solve problems at work**, in the community, and in their personal lives
- Create a personal integrated **plan for post-graduation** that articulates choices related to:
 - **career**
 - **education**
 - **finances**
 - **health and well-being**
- **Design, assemble, and present a capstone project** to an **audience** that demonstrates personal learning and achievement (in and out of school), growth in the **core competencies**, and reflection on their post-graduation plan

LINE D: EMPLOYABILITY/EMPLOYMENT ENGAGEMENT

Competency D1	Describe Apprenticeship System
Competency D2	Attend A Guest Speaker Event
Competency D3	Describe Employer Expectations
Competency D4	Attend A Work Site Visit
Competency D5	Work Experience

Career Life Connections Outcomes:

Career Life Plan

- multiple ways to gather **career information**
- critical assessment and interpretation of career-related information, including labour market trends
- paid and unpaid **work** that provides insight into career choices
- application of employment standards and various workplace safety standards
- awareness that careers and career choices may **change** with time and new experiences
- awareness that all careers are multifaceted and have a variety of choices and opportunities
- understanding that prior learning can guide future career and life choices

Big Ideas – Career Life Connections Elaborations (Includes Aboriginal Perspective)

- **Being in the world:** refers to how our personal identity is connected to our surroundings, our sense of place, our people, and our history; the connection between being in the world and walking in the world is foundational to First Peoples perspectives
- **walking in the world:** refers to being an active participant in the world, acknowledging the impact we have on the world and the world has on us; the connection between being in the world and walking in the world is foundational to First Peoples perspectives
- Career and education paths require ongoing exploration, planning, evaluation and adaptation

Curricular Competencies – Elaborations: Career Life Connections

- **professionalism:** the skill, good judgment, and behaviour that is expected from a person who is prepared to do a job well
- **personal awareness and responsibility:** includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations; see <https://curriculum.gov.bc.ca/competencies/personal-awareness-responsibility>
- **diverse experiences:** school, work, volunteer activities, athletic and artistic pursuits, travel, etc.
- **place:** Place is 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.
- **educated citizen:** Statement of Education Policy Order (Mandate for the School System). See <http://www2.gov.bc.ca/gov/DownloadAsset?assetId=951FBB92FB194D9AA708BD461A474CBD>.
- **ways of knowing:** refers to the various beliefs about the nature of knowledge that people have, including, but not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive
- **post-graduation:** refers to the time period after high school
- **communication:** encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. See <https://curriculum.gov.bc.ca/competencies/communication>.
- **Identify:** students self-assess, self-reflect, or examine others' perspectives on their growth (e.g., mentoring teacher, outside supporter/coach, counsellor)
- **aptitudes, attitudes, and achievements:** includes the knowledge, abilities, habits of mind, and demonstration of skills (e.g., employability skills, essential skills, and academic skills)
- **career exploration:** structured career exploration activities
- **volunteer opportunities:** opportunities that can occur within or beyond the school context
- **solve problems at work:** for example, conflict resolution in the workplace
- **plan for post-graduation:** a plan that draws from other courses, educational and/or life experiences, information gathering and research
- **career:** possible pathways and directions based on a student's passions, skill set, contribution to society, and employment, and where these intersect
- **education:** formal (e.g., school based), informal (e.g., life learning, traditional teachings), non-formal (e.g., workshops), and on-the-job training (e.g., apprenticeship, work experiences)

Content – Elaborations: Career Life Connections

- **preparation:** personal graduation requirements, personal financial planning, etc.
- **post-graduation goals and plans:** see the graduation requirements and graduation planner at <http://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation>.
- **how they are developed:** preparation, practice, and feedback over time
- **transferable skills:** includes essential career skills and employability skills; see Career Life Education 10
- **career information:** research that may include interviews, work experience, volunteering, online research, mentors, etc.
- **work:** may include job shadowing, volunteering, mentorship, employment, apprenticeship, entrepreneurship, etc.
- **change:** careers evolve; changes may require resilience and coping strategies; career changes may include issues such as work transitions, successfully terminating a job, and unemployment

Recommended Instructional Components:

Instruction will be primarily delivered at Selkirk College Silverking Campus with qualified instructors, with the Work Experience and Career Education courses taking place at LVR DESK with a certified teacher employed with SD8 Kootenay Lake.

The Work Experience component will be arranged with local employers for 3 week or possibly longer affiliations.

PROGRAM GUIDE	
MODULE	COMPETENCY
LINE A Essential Skills	A1 Use communication skills
	A2 Use numeracy
	A3 Apply study skills
	A4 Work with others
	A5 Read and interpret drawings
LINE B Use Safe Work Practices	B1 Control workplace hazards
	B2 Use OH/S Regulations and WorkSafeBC Standards
	B3 Use personal protective equipment
	B4 Apply fire prevention
LINE C Workforce Certificates	C1 Use WHMIS
	C2 Use First Aid
	C3 Optional certificates
LINE D Employability/Employment Engagement	D1 Describe apprenticeship system
	D2 Attend a guest speaker event
	D3 Describe employer expectations
	D4 Attend work site visit
	D5 Work experience through school district (WEX)
LINE E Use Tools and Equipment	E1 Use common hand tools
	E2 Use common portable power tools

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

APPENDIX C: SAMPLE MARKS FORM

Student:		Student Number:		Course Date Start: Course End:																					
Module Topic	Rating	Secondary Grades		Competency is defined as: 1. NC: Not Complete – has not met minimum standards 2. COM: Complete – has met minimum standards 3. DST: Distinguished – has exceeded minimum standards Secondary Grade % conversion is based on the following: <table border="1"> <thead> <tr> <th>Rating</th> <th>Description</th> <th>%</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>NC</td> <td>Not Yet</td> <td>0–49</td> <td>1</td> </tr> <tr> <td>NC</td> <td>Minimal</td> <td>50–69</td> <td>2</td> </tr> <tr> <td>COM</td> <td>Competent</td> <td>70–94</td> <td>3</td> </tr> <tr> <td>DST</td> <td>Exceeding</td> <td>95–100</td> <td>4</td> </tr> </tbody> </table>		Rating	Description	%	Level	NC	Not Yet	0–49	1	NC	Minimal	50–69	2	COM	Competent	70–94	3	DST	Exceeding	95–100	4
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Essential Skills		12A																							
Use Safe Work Practices		12B																							
Use Tools and Equipment		12C																							
Trades Module A		WEX																							
Trades Module B																									
Trades Module C																									
Overall Final Rating – PSI:		Overall rating – students must complete at least 4 of the 6 learning outcomes at a COM or DST level to successfully complete program																							
Certificates Completed	<input type="checkbox"/> WHMIS <input type="checkbox"/> Occupational First Aid Level 1 <input type="checkbox"/> Other (please specify):																								
Work Habits	Excellent	Good	Satisfactory	Needs Improvement																					
Attendance																									
Participation																									
Active learner																									
Time management																									
Attendance	Days Absent		Days Late																						
Instructor Comment:																									
Instructor:			Signature:																						
Report Date:																									

Learning Resources:

[ITA Youth Trades Sampler Program Guide](#) (3 Post-Secondary courses, 12 credits)

[BC Ministry of Education Work Experience Program Guide](#) (4 credits)

[BC Ministry of Education Career Life Education Curriculum Framework](#) (Grade 10, 4 credits)

[BC Ministry of Education Career Life Connections Curriculum Framework](#) (Grade 12, 4 credits)

Additional Information: Registering and Course Credentialing

EXISTING COURSE CODE	EXISTING COURSE NAME	NEW COURSE CODE	NEW COURSE NAME
PSIS 12A	Selkirk College Course 12A	TSTS 12A	Explore: Trades Sampler (Selkirk) 12
PSIS 12B		TSTS 12B	
PSIS 12C		TSTS 12C	

- Youth Explore Trades Sampler reporting for funding is in accordance with related Form 1701 Instructions and the Recognition of Post-Secondary Transition Programs for Funding Purposes Policy.
- Youth Explore Trades Sampler is eligible for three course credits: TST* 12A, TST* 12B, and TST* 12C. “*” is the post-secondary Institution letter identifier. *See Appendix A* for a complete list of Youth Explore Trades Sampler course codes by post-secondary institution (PSI).
- ITA recommends that all youth participants also undertake a 120-hour work placement, which would be registered as a separate Ministry-Authorized Work Experience course. This is to be organized by the school district.
- Trades Sampler programs with more than three courses (excluding WEX) may use a PSI code for the additional course(s). However, ITA provides no additional funding for a longer program.
- As a career program, the Youth Explore Trades Sampler may be reported as a Career Technical Centre activity.

Registering with ITA

One week after the start of the program, when student registration is confirmed, school districts or independent school authorities must register school-aged students with ITA through the Dual Credit Management System (DCMS). If you need assistance with DCMS, please contact youth@itabc.ca.

Youth Explore Trades Sampler Program Delivery Responsibilities

- Deliver a program aligned with the Youth Explore Trades Sampler model, including workplace skills, technical training in four or more trades, and provide trades training continuation supports.
- One week after the start of the program, when student registration is confirmed, school districts or independent school authorities must register school-aged students with ITA through the Dual Credit Management System (DCMS).
- Submit a Marks form to the school district within 15 days of the completion of the program.
- Submit an Exit form, which records program completion outcomes for all students, to ITA within 15 days after the completion of technical training.
- Public post-secondary institutions must report on Youth Explore Trades Sampler programs on their Reconciliation Reports. Private post-secondary institutions must submit an invoice to ITA one week after the start of the course, including the numbers of students registered.
- Post-secondary institutions issue a transcript that indicates the student’s mark for the program to each student who completes the program.
- In order for school-aged students to receive credit for their participation in the program, the Career Educator or other Youth Explore Trades Sampler coordinator must submit a mark through the TRAX system by June 30 of the school year. These marks will have been provided to the school district or independent school authority by the post-secondary institution delivering the program.
- All program providers will participate in any evaluation of Youth Explore Trades Sampler to determine if program outcomes are being met, and to determine if funding for the program should be continued.