



Board/Authority Authorized Course
W.L. Seaton Secondary
Self and Society 11

School District/Independent School Authority Name: Vernon School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #22
Developed by: Cara Cyr, and Michelle Freebairn	Date Developed: Feb 6, 2019
Superintendent Approval Date (for School Districts only): February 26, 2019	Superintendent Signature (for School Districts only): On course form
Board/Authority Approval Date: February 26, 2019	Board/Authority Chair Signature: On course form
Course Name: Self and Society	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Teachers must have some professional development and experience with social emotional learning, mindfulness and/or other self-regulation strategies. Program must be delivered in safe, caring, participatory, and well-managed learning environments.

Course Synopsis: The course focuses on human development; examining self-perception, values, attitudes, beliefs and emotional responses. Our sense of who we are connects to all aspects of our lives. This is a course for students wishing to explore how we develop a sense of self and how we navigate our identity. Students will examine the importance of self-awareness, social awareness, self-management and relationships.

Goals and Rationale: Self and Society is designed to promote the development of students' competencies comprising the foundational skills for positive health practices, engaged citizenship, and school success. Students will learn strategies to: recognize and manage emotions, develop caring and concern for others, establish and maintain positive relationships, make responsible decisions and handle challenging situations effectively.

Indigenous Worldviews and Perspectives:

This course reflects the following First People's principles of learning including that learning supports the well-being of the self and the community, learning is holistic, reflective, and relational and provides sense of place and that learning requires the exploration of one's identity.

BIG IDEAS

Relationships and cultural context help shape who we are	Strengths and abilities help us in various aspects of our lives	Decisions and actions affect our mental, physical, emotional, social, cognitive and spiritual wellness	Emotional intelligence influences various aspects of our lives
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Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Define what they value and understand how what they value has been influenced by their life experiences Set and share goals, monitor progress and understand and regulate their emotions Assess feelings, interests, values and strengths Regulate emotions, thoughts and behaviours effectively in different situations Recognize the perspective of and empathize with others from diverse backgrounds and cultures Establish and maintain healthy and rewarding relationships with diverse individuals and groups Using a variety of considerations, including ethical, academic and community-related standards to make choices and decisions	<i>Students are expected to know the following:</i> Techniques for managing stress and sustaining a healthy and balanced lifestyle Strategies for sustaining perseverance and maintaining a healthy mindset Concepts and factors related to self-identity and relationship to others Factors that influence personal values and choices Personal strengths and abilities impact multiple areas of life <i>Concepts related to emotional intelligence:</i> self-awareness self-determination self-regulation Resiliency Techniques to develop multiple perspectives

Big Ideas – Elaborations

Relationships and cultural context help shape who we are

By examining the relationships in our lives, we can identify both healthy and unhealthy behaviors as well as understand how those relationships help shape who they are

Our cultural contexts contribute to how we interact with the world. Cultural values, beliefs, and physical characteristics (geography, region, etc. affect the way we define ourselves and how we interact with the world around us.

Our Strengths and abilities help us in aspects of our lives

Identifying our strengths and abilities can assist us to find our place in the larger community, set goals for the future and reflect on how we use those strengths and abilities in the context of our relationships

We understand that we can build on our current strengths through diligence and perseverance. When we build on our strengths, we meet new challenges in our lives.

Our decisions and actions affect our mental, physical, emotional, social, cognitive and spiritual wellness

Through personal awareness, we can take responsibility for our own choices and actions. We can determine the consequence fo various choices and the impact our decisions have on various aspects of our lives and the lives of the people around us.

We understand that we use a variety of strategies to cope with and manage stress. We can identify both positive and negative strategies and identify how those contribute to our mental, physical, emotional, social, cognitive, and spiritual wellness.

Emotional intelligence influences aspects of our lives

Strengthening emotional intelligence allows us to communicate better, reduce anxiety and stress, defuse conflicts, improve relationships, empathize with others and effectively overcome life's challenges.

Curricular Competencies – Elaborations

Define what they value and understand what they value has been influenced by their life experiences: Identify core personal values, analyze the connection between values and decisions

Set goals, monitor progress and understand and regulate their emotions: Define goals and understand the process and benefits of setting goals, apply and evaluate goal-setting strategies, understand the importance of small steps and learning from failure, understand the motivational power of goals

Assess feelings, interests, values and strengths: clarifying personal values, identifying personal qualities that are consistent with your values assessing your strengths and your limitations in different areas of your life, naming your emotions and connecting them to your attitudes and behaviour

Regulate emotions, thoughts and behaviours effectively in different situations: recognize physical warning signs and use healthy calming strategies, identify feelings, recognize ability to change and express emotions in a healthy way replace unhealthy thoughts with healthy beliefs, use cognitive strategies to problem solve

Take the perspective of and empathize with others from diverse backgrounds and cultures: understand how their actions affect themselves and others, develop an appreciation of different perspectives on issues, develop an awareness of your community and an understanding of your social environment

Establish and maintain healthy and rewarding relationships with diverse individuals and groups: identify features of positive relationships learn how to connect with people who share common interests recognize signs of negative relationships, recognize family, community, and school support systems and resources.

Using a variety of considerations, including ethical, academic and community-related standards to make choices and decisions: analyze how emotions affect decision making, practice using values to help make decisions, recognize unhelpful thoughts and their effects on decision making, understanding how to engage in safe behaviours and resist negative social pressures.

Content – Elaborations

Techniques for managing stress and sustaining a healthy and balanced lifestyle

mindfulness practices

yoga/physical activity

journaling

rewriting narratives

Strategies for sustaining perseverance and maintaining a healthy mindset

Growth vs. Fixed mindset and neuroplasticity

Strength based goal setting, monitoring and reflecting

Concepts and factors related to self-identity and relationship to others

Identifying personal values and qualities

Coping strategies and problem solving

Features of healthy and unhealthy relationships and their impact

Factors that influence personal values and choices

Identifying important life events and how they contribute to present self/identity

Personal strengths and abilities impact multiple areas of life

Identifying personal strengths/interests and applications in the community

Concepts related to self-awareness; including self-determination, self-regulation and resiliency

Vocabulary development and understanding

Transference of skills/knowledge to multiple contexts

Techniques to develop multiple perspectives

Evidence-based programs to promote empathy (i.e. Roots of Empathy, Animal Assisted Education)

Community activism opportunities

Multi-media character studies and connections

Recommended Instructional Components:

Reflective writing

Experiential learning

Direct instruction

Group discussions

Multimedia presentations

Community practitioners

Service learning

Project/Inquiry based activities

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

Journaling

Self-Assessment

Goal Setting/Growth Plans
Co-developed criteria-based rubrics
Portfolios
Multimedia Presentations

Learning Resources:

CASEL- Collaborative for Academic, Social and Emotional Learning: <https://casel.org/>

Smiling Minds Mindfulness Guide for Schools:

<https://static1.squarespace.com/static/5a2f40a41f318d38ccf0c819/t/5b28988170a6ad07781beeb9/1529387171804/smiling-mind-mindfulness-guidelines-for-schools-whitepaper.pdf> Teen Mental Health: <http://teenmentalhealth.org/>

Social and Emotional Learning in Canada www.maxbell.org/sites/default/files/SELIssueBrief.pdf UBC SEL Resource:
<http://www.selresources.com/>



Ministry of
Education

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

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

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

By signing below, I verify that the BAA Course:

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

Course Name: Self and Society 11

Grade: 11



TRAX Code:
(e.g. YVPA)

YPA 11C

School District Name and Number: 22 (Vernon)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Joe Rogers, Superintendent of Schools

Signature:

Date:

Feb 26, 2019

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

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

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

Name of Board/Authority Chair or Designate: Robert Lee, Board Chair

Signature:

Date:

Feb 26, 2019

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

to be completed by the Inspector of Independent Schools or the designate during regular inspection monitoring visit

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

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

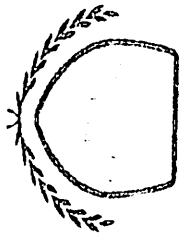
Name of Inspector of Independent Schools or Designate:

Signature:

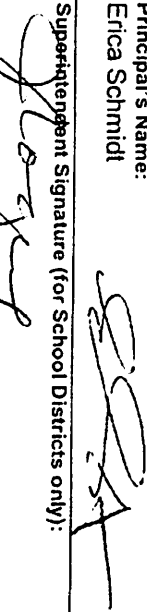
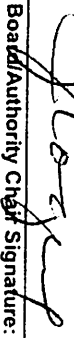
Date:

Send completed form to the Student Certification Branch
Email: scb@ed.gov.bc.ca

Revised July 2018



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #22		School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 22	
Developed by: Cara Cyr and Michelle Freebairn		Date Developed: Feb 6, 2019	
School Name: W. L. Seaton		Principal's Name: Erica Schmidt	
Superintendent Approval Date (for School Districts only): Feb 13, 2019		Superintendent Signature (for School Districts only): 	
Board/Authority Approval Date:		Board/Authority Chair Signature: 	
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