

BA Extended Studies 10

District Name:	Kamloops/Thompson
District Number:	#73
Developed by:	Phil Paul
Date Developed:	April, 2004
School Name:	Valleyview Secondary School
Principal's Name:	Laura Graham
Board/Authority Approval Date:	2004/05/17
Board/Authority Signature:	_____
Course Name:	Extended Studies
Grade Level of Course:	10
Number of Course Credits:	4
Number of Hours of Instruction:	120
Prerequisite(s):	Signing the Rules for Classroom Discussions Form. Commitment to go on field trip to Vancouver, and to contribute to fund raising efforts to reduce the cost of the trip.
Special Training, Facilities, or Equipment Required:	35mm camera and VHS or 8mm camcorder are an asset, but not required.
Course Synopsis:	The Extended Studies Program is being offered for the creative, self-motivated, inquiring student who wishes both challenge and greater opportunity of expression.

The Extended Studies Program will endeavour to challenge students to explore in depth their understanding of themselves and their peers, and some of the problems facing teenagers in these years of change and world crises. It also allows students exposure to other students in different grades, where friendships across grade levels are developed, along with an understanding of problems facing teenagers at all grade levels.

One part of the course will deal with "serious issues" that face teenagers in their lives (problem solving through social issues and current events). Another project will be the creation of a calendar for the upcoming year outlining major and minor events of significance. Later on in the course students will have the opportunity to do a self-directed independent study of an issue or topic of interest to them. As well, students will read two novels and work towards a field trip to Vancouver in the spring. A major goal of the **Extended Studies Course** is the group working together towards a common goal. Students need to make a commitment at the start of the course to maintain the confidentiality of the other students, to go on the field trip, and to contribute to fund raising efforts in order to reduce the cost of the field trip. Students will also need to talk to the class about things they feel strongly about.

Some areas of study may include the following: The Space Program, overpopulation, censorship, being adopted, the history of AIDS, bullying, racism, advertising, and being a teenage parent.

BAA COURSE REQUIREMENTS:

1. COURSE NAME:

Extended Studies 10 / Extended Studies 11 / Extended Studies 12.

2. GRADE LEVEL:

The course is open to all students in grades 10, 11, and 12.

The level of instruction is appropriate for all three grade levels, and the creation of different courses to teach different aspects of the subject is not necessary.

3. NUMBER OF CREDITS:

This is a four (4) credit course, covering 120 hours of instruction.

4. COURSE SYNOPSIS:

Upon completion of this course, a student will have gained a greater awareness of the problems facing teenagers growing up in this part of the world and in other parts of the world; an understanding of the shared problems facing all teenagers in the 21st century; a greater awareness and understanding of himself/herself in terms of personality, talent, self image, and being able to both form and express opinions on a wide variety of topics. Upon completion of the course many students demonstrate an increased self-confidence in their ability to both have and voice an opinion on a wide range of topics, and to be more self-confident in who they are. Many students, after completing this course, find themselves able to intervene in situations of bullying, to engage others in a formal debate, to discuss problems and feelings more confidently with both parents and peers, and to establish friendships that cross grade and peer group distinctions.

Upon completion of this course, students will have a much greater understanding of The Holocaust: what it was like being a teenager during World War II; specifically, being a Jewish teenager trapped inside the Warsaw Ghetto. And they will develop an empathy for the suffering of people throughout the world who are battling hatreds passed down from generation to generation.

Upon completion of this course, students will expand their knowledge and “extend their studies” in a wide variety of areas and topics and subjects not normally covered in the regular high school curriculum. They will have the opportunity to research a topic of their choice, one which they would like to learn more about, but have never been given the opportunity to get course credit for. They will dine in an ethnic restaurant and eat food they have never tried before; they will have the opportunity to meet a Holocaust survivor and listen to his/her story “live”; they will understand the techniques advertisers use to get them to buy their products; they will learn internet and e-mail skills, and may work together on a project with another student in a different part of the world; they will create journals of thoughts and current event topics and feelings about different issues that affect their lives; and they will become very much more culturally knowledgeable after completing an assignment (working together as a team) called “We Didn’t Start the Fire.”

5. RATIONALE:

My rationale in offering this course is to give students opportunities to grow and develop in ways that are not easily attainable in a regular classroom setting with a specific mandated curriculum. The possibilities for individual student growth, both personally and academically, are vast. The course is open to all students in grades 10, 11, and 12. This in itself is new ground for students: being able to work together with students from different grades. As well, since this is not an academic course, but it does deal with serious issues and writing and speaking, students do not feel threatened by high academic achievers, nor disappointed by non-academic students. Since the evaluation is based on individual effort, each student can achieve a top grade by working at his/her own personal level of excellence. And since a proportion of the course is student developed, they have a unique opportunity to “buy into” the learning because it has originated from them, and they now have a stake in its success.

As well, for those students who, for one reason or another, find themselves isolated or ostracized at school, or for students who have a need to share their problems with peers that they can trust, and who will give them honest feedback in a non-threatening environment; and for those students who want a keener understanding of what their peers think and feel about over a wide range of issues, my rationale for offering this course is to create an opportunity for students to self-discover and to become self-aware of their problems, and of the issues and problems facing all teenagers.

6. ORGANIZATIONAL STRUCTURE:

Unit	Title	Time
Unit 1:	Journal of current events topics, videos, discussion topics, etc. Student reports - oral presentations Internet and e-mail skills - research skills Producing a calendar Music videos with messages	30 hours

Unit 2: Journal of current events topics, videos, discussion topics, etc. **30 hours**

Student reports - oral presentations

Topic: How One Person Can Make a Difference

Possible topics / videos include: The Terry Fox Story
The Children who saved Keiko (Free Willy)
Wallenberg
Oscar Schindler (Schindler's List)
And The Band Played On (History of AIDS)
Raid on Entebbe
The Rosa Parks Story

Music Videos with Messages

Unit on Advertising / identifying methods used by advertisers. Then watching ads and analyzing them.

Student Initiated Research Topic

students can choose to do more than one.

Unit 3: Journal of current events topics, videos, discussion topics, etc. **30 hours**

Student reports - oral presentations

Music videos with messages

Reading and discussing two novels: The Cage and Night

Videos: The Lodz Ghetto
One Survivor Remembers
The Holocaust: A Teenager's Experience
Excerpts from Schindler's List and A Band of Brothers.

Research: Simon Wiesenthal / Oscar Schindler / Raoul Wallenberg

Unit 4: Journal of current events topics, videos, discussion topics, etc. **30 hours**

Student reports - oral presentations

Music videos and songs with messages (students choose).

Field Trip to Vancouver:

Visit to Science World / Imax Theatre
Visit to The Holocaust Education Centre (Holocaust survivor presentation)
Visit to Granville Island Market and North Vancouver Quay
Visit to an ethnic restaurant
Visit to The Ecological Centre in Lynn Valley Park
Visit to the youth hostel in Jericho Park

Unit: We Didn't Start The Fire

Total 120 hours

7. LEARNING OUTCOMES:

Throughout the course, two overall learning outcomes are focused on:

- A.** How one person can make a difference.
- B.** What are the serious issues facing teenagers growing up in today's global village?

Unit 1:

It is expected that students will maintain an organized journal outlining their feelings, reactions to, and knowledge gained from topics being presented and discussed, videos watched, and current events being researched or debated.

It is expected that students will lead a class discussion (orally) on a subject or topic that the student feels strongly about. (Minimum of two presentations each 30 hours).

It is expected that students will master the basics of internet searches and the use of e-mail.

It is expected that students will research and contribute to creating a calendar for the year. Each group of two students will be given a month, and they will be responsible for that part of the year when the entire calendar is put together as a class project.

It is expected that students will begin to learn about and appreciate some of the messages (both good and bad) that are contained in popular music videos. It is expected that students will contribute to this ongoing collection by discussing which music videos have had an impact on their lives, and the reasons why.

It is expected that students will be open to “extending” their studies in a variety of different ways. (and to sometimes initiate discussions at home on subjects being discussed in class).

Unit 2:

It is expected that students will continue to maintain an organized journal outlining their feelings, reactions to, and knowledge gained from topics being presented and discussed, videos watched, and current events being researched or debated.

It is expected that each student will present to the class a topic or subject that he/she feels strongly about, and lead a class discussion on the issue. (Minimum of two presentations per 30 hours).

It is expected that students will gain a greater understanding of how one person can make such a difference in the lives of others by his/her stand on an issue, overcoming a handicap, or bravery.

It is expected that students will research and then prepare a presentation or a report on someone they admire, someone who has made a difference in the lives of others.

It is expected that students will watch TV advertising with a much greater understanding of the ways advertisers cajole us into buying and/or remembering their products.

Unit 3:

It is expected that students will continue to maintain an organized journal outlining their feelings, reactions to, and knowledge gained from topics being discussed, videos watched, and current events being researched.

It is expected that each student will present to the class a topic or subject that he/she feels strongly about, and lead a class discussion on the issue. (Minimum of two presentations per 30 hours).

It is expected that students will gain an understanding of what it was like to be a teenager during the years of the Holocaust. **It is hoped that students will** be able to “extend” and expand this knowledge into an understanding of what it is like growing up as a teenager in certain troubled areas of the world today, including Iraq, Israel, Palestine, Zambia, Afghanistan, Russia, etc.

It is expected that students will research, and gain an understanding of how one person made a difference to so many others' survival during World War II.

Unit 4:

It is expected that students will continue to maintain an organized journal outlining their feelings, reactions to, and knowledge gained from topics being presented and discussed, videos watched, and current events being researched or debated.

It is expected that students will present to the class a topic or subject that he/she feels strongly about, and lead a class discussion on the issue. (Minimum of two presentations per 30 hours).

It is expected that students will be able to demonstrate a greater cultural knowledge after completing the "We Didn't Start The Fire" group assignment.

It is expected that students will expand both their cultural knowledge and their scientific knowledge after completing a field trip to Vancouver, which includes a visit to the Planetarium, a stay in an International Youth Hostel, listening to a Holocaust survivor at the Holocaust Education Centre, and having a dinner at an ethnic restaurant, eating food they have never tried before. It is also expected that students will benefit from this shared experience with their peers after having spent approximately 100 hours getting to know them on a level not usually attained in a regular classroom setting.

It is expected that students will put together a photo display or exhibit of their trip for the school at large to see. To do this, students will have a photo sharing session, where students can get copies of other students' pictures to complete a portfolio for themselves of the trip.

It is expected that students will have an engaging experience and a fun experience, and that the learning resulting from this trip will be something students will remember for the rest of their lives.

8. INSTRUCTIONAL COMPONENT:

The instructional component of this course expands on and makes clear the intent of the learning outcomes. A variety of activities, techniques, and methods are used to bring together a diverse group of students working towards either a common goal or learning about a personal interest.

1. Writing Component:

Students will keep an organized portfolio of the work researched, discussed, and presented in this class. By doing this students will learn organizational skills, writing skills, and journalism skills. Since this is a non-academic course, students will not be heavily penalized for errors in grammar, spelling, and punctuation; however, some emphasis will be put on correcting errors and learning basic writing skills and styles.

2. Research Component:

Students will have the opportunity to do several research assignments, both individually and as part of a group or team. Students will do research from books, encyclopedias, interviews, and internet searches.

3. Oral Component:

Students will make presentations to the class, for discussion, on topics that they feel strongly about. This will give them the opportunity to find out from their peers how they feel about certain issues, and it will give students an opportunity to lead a classroom discussion. Every so often a topic becomes so divided in opinion, that it offers an opportunity for formalized debate. When this occurs, all three of the above components are brought into play: research, writing, and speaking.

4. Self-Esteem Component:

Working in groups, and with other students from different grade levels, students develop a greater sense of self-esteem. This is supported by the class discussions on topics that students feel strongly about. Because the focus is on how one person can make a difference, each student feels empowered to do this, without threat of rebuke or humiliation.

5. Serious Issues Component:

These are drawn primarily from an HBO series called Lifestories: Families in Crisis, and several ABC Afterschool Specials and CBS Schoolbreak Specials. They are all stories about problems teenagers face today in their lives. It affords students who have similar problems to realize that they are not alone - and it inspires a great deal of class discussion, where students' stories and feelings are shared. By bringing these issues out in the open, students feel empowered to find solutions for them in their own lives. It also results in students having empathy and understanding for fellow teenagers who are faced with similar problems.

SUMMARY:

Each Extended Studies class is unique unto itself. The mosaic of the class brings to the table issues and problems that are individual. Based on the students in the class, instructional strategies are varied to meet their needs, through writing, speaking, researching, sharing, and understanding.

9. ASSESSMENT COMPONENT:

Assessment will be based on several criteria: They include written work, oral work, and effort. Formative assessment reflects 80% of the mark. Summative assessment reflects 20% of the mark.

Unit 1:

Formative assessment is based on individual write-ups or assignments that form a part of the student's journal or portfolio.

Formative assessment is based on oral presentations to the class, and discussions that result from this.

Formative assessment is based on contributions and work done for the calendar.

Summative assessment is based on the work done all term in the student's journal or portfolio.

Summative assessment is based on the finished product of the group's work on the calendar.

Summative assessment is based on overall effort and class participation throughout the 30 hours.

Unit 2:

Formative assessment is based on individual write-ups or assignments that form a part of the student's journal or portfolio.

Formative assessment is based on oral presentations to the class, and discussions that result from this.

Formative assessment is based on the work completed for the advertising unit.

Formative assessment is based on the work completed on the student initiated research topic.

Summative assessment is based on the work done all term in the student's journal or portfolio.

Summative assessment is based on overall effort and class participation throughout the 30 hours.

Unit 3:

Formative assessment is based on individual write-ups or assignments that form a part of the student's journal or portfolio.

Formative assessment is based on oral presentations to the class, and discussions that result from this.

Formative assessment is based on work completed on the two novels: The Cage and Night.

Formative assessment is based on reports done on Wiesenthal, Schindler, and Wallenberg.

Summative assessment is based on the work done all term in the student's journal or portfolio.

Summative assessment is based on overall effort and class participation throughout the 30 hours.

Unit 4:

Formative assessment is based on individual write-ups or assignments that form a part of the student's journal or portfolio. A write up on the field trip to Vancouver is included here.

Formative assessment is based on oral presentations to the class, and discussions that result from this.

Formative assessment is based on contributions and work done on "We Didn't Start The Fire."

Summative assessment is based on overall effort and class participation throughout the 30 hours.

Summative assessment is based on the finished product of the group's work on "We Didn't...Fire."

10. LEARNING RESOURCES:

The learning resources selected for this class are mostly videos and newspaper and magazine articles.

They are age appropriate (teenagers) and support the the two learning outcomes:

- a. Serious issues facing teenagers in the 21st century.
- b. How one person or group can make a difference.

These resources (videos) take into account the needs of the students in the class.

They are produced with high interest (in terms of topic) and get the theme or message across to the students in a way that is easily understandable for them - and entertaining as well.

Since the makeup of the students in the class can range from grade 10's to grade 12's, the topics learned need to be of interest to all teenagers.

As well, since this is a diverse class, ranging from "C-" students to "A" students, there needs to be resources that cover topics that can meet the needs of all these students - and hold their interest.

Learning Resources:

1. Use of the internet as a research tool.

2. Access to computers and the library.
3. Copies of the novels The Cage and Night.
4. A collection of music videos with messages (videos that tell a story about real life).
5. Videos of selected ABC Afterschool Specials, CBS Schoolbreak Specials, HBO Lifestories, and CBC Degrassi Talks.
6. Copies of the song “We Didn’t Start The Fire,” by Billy Joel.
7. For students who choose to do their projects either on film or video, the following is available to them:
 - a. 1 VHS camcorder
 - b. Two 35mm cameras
 - c. 1 hi-8 camcorder
 - d. 1 digital camera
 - e. 1 display case in the school’s corridor to display work
 - f. access to the local CBC affiliate TV station (CFJC)
 - g. articles and books on photography and how to use a 35mm camera.

CONCLUSION:

This course is specifically designed to be high interest, and to “extend” the studies of the students who take the course.

Many students are not aware of what is happening in the world around them, nor the cultural allusions that many of these represent.

This course allows students to learn about and discuss topics that are generally not covered in the academic curriculum.

By engaging in open discussion in a non threatening environment, students grow as individuals, develop opinions on a wide range of issues, and develop self-confidence and self-esteem.

Many of the current events issues discussed in class require some background knowledge. Obtaining this knowledge often results in research projects and class discussions that are spontaneous.

The main focus of the class is topics of importance to teenagers. Very often in this class it is not what the teacher thinks a teenager should learn, but what the teenagers feel is important and want to learn more about.

This class affords students the opportunity to work with other students from different grades who are either academic or not academic. The stress of papers being marked for grammar and spelling and punctuation is replaced with papers being marked for the ideas they present and the effort put forth.

Teenagers learn, through example, of how one person or group can make a difference. Some students become inspired to take up causes they feel are important to them, because they feel empowered in the possibility that they can make a difference.

Much of the course is spontaneous. Lessons are developed “as the world turns” so to speak, and students deal with local, national, and international issues in their lives that are immediate and can have an impact.

Because the pressures of this course are not that intense, students enjoy - look forward to - coming to this class, as it gives them the opportunity to renew their energies.

And because the mosaic of the class is so diverse, with so many groups being represented, from “nerds” to “jocks” to “goths” to “brains” to “smokers” and “partyers,” etc. (the list is endless) students are given an unique opportunity to learn from their peers in a vital and significant way, as we are able to overcome these “distinctions” and respect the values of each group in the school.

Students adhere to a strict code of ethics in the classroom for this course:

They can criticize the facts, but never the person.

They always show respect for a student’s ideas and opinions, even if they don’t agree with him/her.

They always clap, support, or high-five another student’s efforts.

They never “gang up” by looking for allies who support an opinion, or support an opinion of a student just because he/she is a friend.

They never discuss the personal feelings of students revealed in this class, outside of this class.

No student is made to feel uncomfortable while walking the halls or in other classes by what he/she has said or volunteered about himself/herself.