



**School District No. 27**  
(CARIBOO - CHILCOTIN)

**Board/Authority Authorized Course: CORE**

<b>School District/Independent School Authority Name:</b> Cariboo/Chilcotin	<b>School District/Independent School Authority Number (e.g. SD43, Authority#432):</b> SD27
<b>Developed by:</b> Caroline Chupa	<b>Date Developed:</b> March 29, 2019
<b>School Name:</b> Lake City Secondary School	<b>Principal's Name:</b> Gregg Gaylord
<b>Superintendent Approval Date (for School Districts only):</b> June 25, 2019	<b>Superintendent Signature (for School Districts only):</b> 
<b>Board/Authority Approval Date:</b> June 25, 2019	<b>Board/Authority Chair Signature:</b> 
<b>Course Name:</b> Canadian Outdoor Recreation Education (C.O.R.E.)	<b>Grade Level of Course:</b> Grade 10
<b>Number of Course Credits:</b> 4 credits	<b>Number of Hours of Instruction:</b> 120 hours

**Course Synopsis:**

CORE 10 presents an introduction to the history, current practices, roles, key components, procedures and philosophy of the conservation of British Columbia's diverse outdoor environments.

**Goals and Rationale:**

The goal is to introduce students to the rationale of conservation of B.C.'s outdoor environment with an emphasis on regularly connecting what they have learned to their daily lives. With a student-centered approach, CORE 10 allows students to investigate, discuss, collaborate and present their discoveries utilizing multi-media. Critical thinking and application of skills is at the core of this class. Since the focus of this course is to

introduce students to the rationale and operations of conservation, it is only natural that they should focus on their current outdoor environments in order to understand the concepts. An understanding of early experiences and practices with their impact on B.C.'s outdoor environment leads to an enhanced understanding of requirements and rationale for safe and reasonable conservation practices. This allows for a more thoughtful, responsive approach to real-world challenges, small and large.

An understanding of safe, ethical, legal and reasonable conservation practices as they apply in context for the student is important in preserving and conserving B.C.'s outdoor environment. Students are faced with an enormous amount of pressure to succeed in school and beyond and be aware of their carbon footprint. The changing landscape of learners in the postsecondary world has helped to contribute to that pressure. Recent research and social media have uncovered the dire position B.C.'s outdoor environment currently faces in wildlife environment and populations existence. It is important for students, as the next adult generation, to gain an understand and appreciation for our natural resources directly, and indirectly, available in B.C.

Given this context, this course will focus in continually fostering a sense of self and cultural identity. Students will be able to appreciate their own role in their learning and be empowered through their learning to see that their perceptions of their own abilities and, in contrast, their inability (self-doubts and anxieties) are the result of a changing world and outdoor environment. Further, they will learn that they have the power to change their thoughts, behaviors and actions through discussions, research and presentations.

Students can apply the skills they learn in CORE to a wide range of post-secondary programs, future careers and contribute to lifelong learning. Presentations by community leaders and members in relation to future involvement in conservation provide students with a realistic view of what is available and present in their own community. The disciplines within conservation develop students' abilities to think critically, analytically and solve problems. Students will have opportunities to conduct quantitative and qualitative research and learn how to collect and interpret data. They will learn to communicate their findings through a variety of methods such as written reports, oral and visual presentations, graphics and statistics. Studying human interactions with the B.C. environment can lead to careers in law enforcement, conservation and fisheries enforcement, marine and land biology, forestry, and public service.

Students will have opportunities to explore and better understand their own identity, perspectives and values as well as develop the competencies that encourage active, informed citizenship. They will develop the ability to think critically, examine their own biases and assumptions, consider different perspectives and ideas with an open mind.

Students are expected to:

- Develop an understanding of the biological, human and urban influence on B.C.'s outdoor environment

- Develop the competencies needed to participate and influence B. C.'s conservation society and physical outdoor environment: considering multiple perspectives, respecting different values and points of view, gathering and critically analyzing information, making informed decisions, and effectively communicating their views
- Develop an understanding of the connections between the past, present and future and the people, events and trends that have shaped the development and evolution of B.C.'s outdoor environment, and a connection to other global outdoor environments
- Develop an understanding of how thoughts and behaviors are made at the level of the individual and the group
- Create and respond to research in the variety of fields connected to conservation using inquiry, critical thinking, and problem solving skills to deepen their awareness of self, others, components of the outdoor environment and the world
- Recognize the value of a variety of cultural perspectives and explore current and past practices to form their own identity and cultural heritage, as well as others in the context of local, provincial, national and global outdoor environments
- Pursue a lifelong interest in the multi-fields of conservation and empower them to navigate life challenges and be successful in their own future endeavors

### **Aboriginal Worldviews and Perspectives:**

CORE 10 shares a variety of First Peoples' Worldviews and Perspectives as the relate to the Principles of Learning:

- Learning supports the wellbeing of the self, the family, the community, the land, the spirits and the ancestors in relation to the outdoor environment.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or certain situations.
- Learning recognizes the role of Indigenous knowledge.
- Learning requires exploration of one's identity.
- Learning involves recognizing the consequences of one's actions (carbon footprint).
- Learning involves patience and time.
- Learning involves generational roles and responsibilities.
- Learning is embedded in memory, history and story.

### BIG IDEAS

**Conservation**  
 Knowledge of environmental practices to lessen our carbon foot print and for students to be responsible and caring citizens by being knowledgeable and active in the conservation and preservation of B.C.'s outdoor environment.

**Ethics and Laws & Regulations**  
 Social knowledge and practice of ethics and laws contributes to responsible citizenship

**Survival & First Aid**  
 Understanding and practical knowledge of survival skills and first aid procedures provide a sense of well being and confidence in personal ability  
 Basic first aid, navigation tools and safety in outdoor adventure provide a good foundation of knowledge

**Animal & Bird Identification**  
 Understanding and knowledge of basic characteristics, habitats and geographic location equips us to lessen our carbon footprint and be socially responsible for our environment

**First Nations**  
 Knowledge and practical use and understanding of Modern and Historical Harvesting Practices provides respect and recognition for Indigenous roles in conservation in B.C.

### Learning Standards

#### Curricular Competencies

*Students are expected to do the following:*

**Communication:**

- Utilize technology, such as computers, to investigate pertinent information to course topics and create PowerPoint, cook books, and class presentations
- Engage in class presentations within student comfort zones
- Develop written and verbal presentations of gained knowledge and skills

**Thinking:**

- Engage strategic practices to engage in physical survival and first aid skills

#### Content

*Students are expected to know the following:*

- **Conservation:** A connection with local and provincial conservation practices
- Actions and practices to engage in to sustain a healthy environment in B.C.
- **Laws and Regulations:** Legal guidelines to harvest B.C fish and wildlife
- **Ethics:** The connection of ethical and respectful harvesting practices which align with First Nations harvesting practices
- Safe use, transportation, and storage of harvesting equipment

- Employ numeracy skills with map and compass practices and a study of conservation statistics
- Practice continual literacy skills used in research and understanding course information
- Explain different perspectives of Indigenous fish and wildlife harvesting practices and current practices in B.C.
- Assess legal and ethical wildlife and fish harvesting practices in each community

**Personal & Social:**

- Make reasoned ethical judgements about Indigenous and current harvesting practices in B.C.
- Assess personal relationships with the environment through an understanding of conservation and practices to manage environmental resources in B.C.
- Connect with community members associated with environmental harvesting such as Conservation Officers and Biologists.
- Use the inquiry processes and skills to ask questions; gather interpret, and analyze ideas; and communicate findings and decisions to extend thinking
- Collaboratively and individually plan, select, and use appropriate investigation methods; assess risks and address ethical issues.
- Evaluate the relevance, accuracy, and reliability of texts
- Use information from a variety of sources for diverse purposes
- Think critically, creatively and reflectively to analyze and apply theory and ideas from and beyond a variety of information sources.

- **Survival and First Aid:** Navigation tools and survival pattern skills which could be used if lost in B.C. wilderness
- Basic first aid preparedness of human emergencies such as broken bones, major cuts with excess bleeding, hypothermia, shock
- **Animal & Bird Identification:** Identification of wildlife and birds in B.C. by basic physical characteristics, geographical location, droppings, tracks, and sounds
- A historical connection to modern knowledge and practice of outdoor recreation in B.C.
- Gain social respect and a personal connection with community members in the fields of Conservation in B.C.

## Big Ideas – Elaborations

### **Indigenous harvesting practices:**

Understanding First Peoples perspectives through a variety of methods enables students to increase learning strategies and gain an appreciation for diverse learning opportunities.

### **Search and Rescue Practices:**

knowledge of theory and practice increase our understanding and ability to lessen our carbon footprint.

### **Community Partners in Conservation:**

Social connections in our community and province expand students' knowledge base and work towards inspiring career choices.

## Curricular Competencies – Elaborations

- Appreciate the role of story, narrative and oral tradition of harvesting practices and appreciation of outdoor environment, including First Peoples' perspectives, values, beliefs and points of view
- Use inquiry processes and skills to gather information, ask questions, analyze ideas and communicate findings to extend thinking
- Make observations aimed at identifying their own questions, including increasingly critical ones about themselves and their relationships within their own community and within the world
- Critically analyze and apply skills-based information and tools to expand their existing knowledge base
- Learn and exercise personal network skills with community conservation members
- Utilize technology, research tools and methods to increase diverse and differentiated learning skills.

## Content – Elaborations

### **Indigenous Harvesting Practices:**

- Dip netting: stories, practices and construction
- Spearfishing: construction, history, stories, and practices
- Hunting party practices historically and in current practice

### **Search and Rescue Practices:**

- Critical thinking and analysis of map reading
- Evaluate physical geographic locations to apply search lines and requests of rescue procedures
- Compass parts and uses in diverse environments; GPS, compass, and satellite phone
- Search and rescue community member support/presentations

## Content – Elaborations

### Conservation Partnerships

- BCWF website of resources
- Conservation Officer contacts
- Fisheries Officers presentations and contacts
- Marine Biologist as a source of information
- Forestry members of local and provincial companies and organizations.

### Recommended Instructional Components:

- make learning visible, open and transparent;
- allow for both physical and virtual collaboration, discussion and presentation;
- provide opportunities for students reflect and build on relationships with the outdoor environment;
- support personal aspect of learning;
- differentiate content, processes and learning;
- promote risk taking and curiosity;
- embed formative assessment practices such as descriptive feedback, questions, self and peer assessment;
- involve intentional and explicit teaching;
- promote student engagement;
- connect learning to local, provincial, cultural and global communities;
- inspire and stretch student thinking; and,
- utilize technologies, community members and their resources, and other tools in purposeful ways.

### Recommended Assessment Components:

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

## FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

Students and teachers will engage in the following activities:

- Group work (research, interviews, projects, PowerPoint presentations, oral presentations)
- Independent study
- Brainstorming
- Researching websites (BCWF and other outdoor activity sites)
- YouTube videos
- Videos
- Field trips and field studies
- Direct instruction
- Guest speakers
- Creative presentations in a variety of media such as power points, video, posters, written reports, and narrative storytelling in group and individual opportunities.
- Unit assessments in project or written test form.
- Practical assessment of skill building activities will be assessed with rubrics constructed and agreed upon by students.
- Self and peer assessment of learning objectives will be summative compiled on completion of each learning unit.
- 60% Projects, written assignments, and presentations
- 30% Chapter tests, quizzes, and a final written assessment
- 10% Teacher and self-evaluation of participation in the course

## Learning Resources:

School District 27 CORE kits at E.J. Bare Center and library resources locally approved at E.J. Bare.



