



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): 33
Developed by: Jessica Adams-Louporet, Daniel Blaschek	Date Developed: December 19 th , 2017
School Name: Chilliwack Senior Secondary	Principal's Name: Brian Fehlauer
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Flex 10, 11, 12	Grade Level of Course: 10, 11, 12
Number of Course Credits: 2	Number of Hours of Instruction: 60

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Moodle, computer access, devices, professional development

Course Synopsis: Flex is a cross-curricular school wide course that provides students with the opportunity to assess their learning, set goals (master core competencies or extend further into areas of interest) and attend bi-weekly session directly relevant to their learning. Flex provides the opportunity for students to learn at their ability level by pausing the classroom pace, giving students ownership over their learning. Flex provides face-to-face instruction as well as an online component, building student capacity to learn with a variety of modalities. Flex is changing some of the traditional structures of the classroom for two hours a week, allowing students to choose when and where their learning occurs.

Each semester Flex will be structured for the first several weeks allow students to be trained on the functionality of Moodle (semester 2 new students only) and SMART goal setting to ensure they are able to make appropriate choices for the remaining weeks.

Moodle is an online learning management system where students can access course content, interact with teacher and complete assignments at any time using a computer or mobile device. Moodle as the platform allows students and teachers to access all

aspects of Flex also provides an avenue for school information to be shared to students through Flex as it is a common course for all students.

Students get weekly feedback through the Moodle application on their progress in Flex as there is a built in marking system for attendance choice and goal setting.

Teachers can pre-book their sessions on Moodle, thus allowing students to see what is coming up, however sessions can be edited one week in advance to ensure they are meeting the current needs of their students and school.

Flex twice a week allows outside presenters to be brought in and provide grade or school wide presentations, by a professional in their field of expertise. For example, MADD would present on the dangers of drinking and driving, while SOLOS (Safe Online Outreach Society) shows students how to be responsible in the online world. Students will then answer questions on the presentation through their Moodle account in order to share their understandings from the presentation, which will go toward their FLEX mark.

Student assessment will be comprised of SMART goal setting, student choice, follow through (attendance in sessions) and grade level assignments. The Moodle platform will allow students and parents to see where they are at all times.

Goals and Rationale: As stated in the Ministry of Education grad years curriculum page, our goal is to provide “opportunities for students to select areas of learning that capture their interest and support their transition to life beyond the K-12 system, [the curriculum should] be available in ways that allow increased Flexibility and choice”. Flex strives to go beyond the standard structure of a traditional high school classroom allowing all students, regardless of academic ability (those that struggle and those that excel) to further their learning through remediation, extension and make up of missed learning in an ongoing timely manner. Typically, students will receive feedback on their learning at the discretion of the teacher. This could be daily, weekly or quarterly. The flex structure opens the conversation between students and teachers on a bi-weekly basis.

Aboriginal Worldviews and Perspectives: Flex provides aboriginal students with the ability to attend cultural activities, with the opportunity to remain caught up in school. At CSS 20% of our school population is Aboriginal and for a number of these Aboriginal student’s cultural traditions require frequent absences. Students are involved in support family losses, Long House traditions, Smoke House and fishing expeditions. These absences are cultural important and valuable but do cause a student to have missed learning opportunities. Flex offers the opportunity to bridge the personal, cultural or family needs of an individual with the non-negotiable need of schools to have students tangibly demonstrate they have met the big ideas in a course.

Flex allows for outsiders presenters from the Aboriginal community to be brought in and share their expertise with the CSS student population. From traditional dances, to drum making, and engaging with Elders, Flex offers Aboriginal students to engage with important aspects of their culture, as well as students without Aboriginal heritage to take part in experiencing Aboriginal worldviews and perspectives.

BIG IDEAS

Improving Communication Between Teachers and Students

Provide Opportunities for Creative Thinking and Extension Activities

Challenge Students to Think Critically and Deeping their Understanding of Course Material

Provide Students with an Understanding of their Personal Goals and Responsibilities and how to Reach them

Make Students Aware of their Social Responsibilities, and how to Positively Impact their Community

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Set SMART Goals</p> <ul style="list-style-type: none"> *Specific (simple, sensible, significant) * Measurable (meaningful, motivating) *Achievable (agreed, attainable) * Relevant (reasonable, realistic and resourced, results-based) *Time bound (time-based, time limited, timely) <p>Reflect on their Goals and Achievements</p> <ul style="list-style-type: none"> *Consider each course you are taking *How is the student doing in terms of grades/behavior/effort *What strategies can be put into place to improve the students grade <p>Become Informed Citizens Through Outside Presentations</p> <p>*Students will view a presentation from outside sources such as SOLOS, MADD, Work Safe BC, and reflect on what they have learned through their Moodle account.</p>	

Build Student Agency in their Education

*Students must choose a week in advance where they would like to go for their FLEX session. Not making a choice results in a loss of marks, and a default to one of their existing teachers.

*Students choose which courses they need to attend according to their grades, and amount of work that needs to be completed, using time management skills to organize their time.

Students will Improve their Computer Literacy

*Students will learn how to log into Moodle, answer surveys, and submit assignments.

*Use the programs in Microsoft Office such as Word, and PowerPoint

*Use online academic support programs such as KHAN Academy, and S.A.T Prep resources

*Online Provincial Exam Prep

*Evaluation of Online Sources

*Academic Integrity/Plagiarism

Concept Mastery

*The opportunity to work with their classroom teacher up to two extra hours per week.

*The opportunity to work with teachers other than the classroom teacher

*Students have the opportunity to go above and beyond the classroom course material to enrich their learning (labs, inquiry, peer-tutoring)

*Students have the opportunity to work with their peers

*Teachers have the opportunity to pull students into their Flex for support

Opportunity to Make Up Missed Learning

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Big Ideas – Elaborations

Curricular Competencies – Elaborations

Content – Elaborations

Recommended Instructional Components:

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

Learning Resources:

Additional Information: