

BAA : Navigator 11

District Name: Kootenay Columbia School District No. 20
Arrow Lakes School District No. 10

District Number:10, 20

Developed by:Heather Dennill, Louise Greene

Date Developed:February 17, 2004

School Name: J.L. Crowe Secondary, Nakusp Secondary

Principal's Name: Daryl Graf , Kees van der Pol

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Navigator 11

Grade Level of Course: 11

Number of Course Credits:4

Number of Hours of Instruction: 120

Prerequisite(s): none

Special Training, Facilities or Equipment Required:

technology lab
access to the community resources
facilitator needs understanding of the self-directed learning process

Course Synopsis:

Navigator is an attitude and a way of thinking which involves making something happen that affects or influences others. Students will design and complete meaningful self-directed learning projects. Through these projects they learn to navigate the paths they have set for themselves, to manage increasingly complex activities, and to deal with unexpected challenges. Navigator learning experiences, facilitated by teachers, peers, mentors, and parents, nurture ethical decision making, social responsibility and positive character.

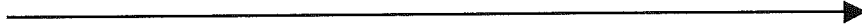
Students will have the opportunity to plan, implement, create, evaluate and reflect on authentic activities in areas of their own interest and passion. The learning process begins with the student identifying areas of interest, developing visions and goals, and bridging these two through related activities and projects. Navigator allows for many types of projects based on students' individual interests and passions. Students will develop skills in long— and short-term goal setting, planning, presenting and demonstrating their learning, problem solving, risk and time management, self-evaluation, technology use and critical thinking. Students will demonstrate their learning and skill sets in their areas of interest to an audience.

Rationale:

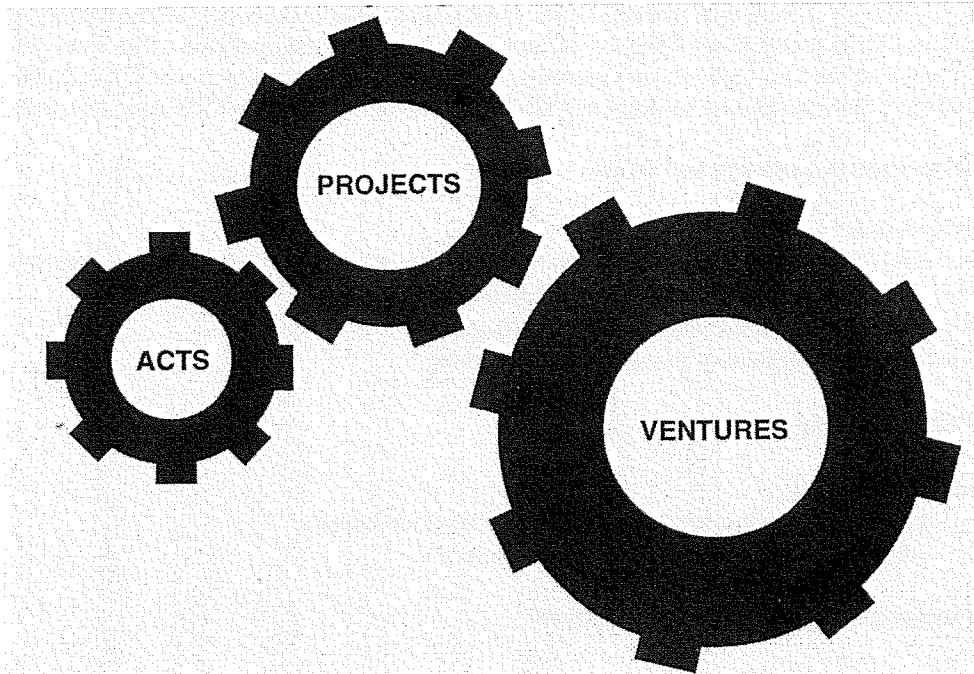
The organizing framework for Navigator includes a workable process for students to become more resourceful, self-directed and competent. In Navigator students design and complete a series of increasingly complex self-directed acts, projects and ventures related to their interests and passions. Passion is central to the Navigator course because it is the individual student's passions that bring coherence and commitment to his/her learning and performance. The development of personal and social competence is central to the Navigator approach. Growth in competence is assessed in authentic situations and evaluated through self-assessment, feedback from others and critical reflection on both the process and the outcomes of learning. The constellation of learning outcomes includes a common core as well as unique outcomes related to each individual student because of the diversity of projects. Performance based assessment and evaluation are the basis for accountability in the Navigator program. Demonstrations, portfolios and performances provide opportunities for students to participate fully in all aspects of assessment and evaluation.

Organizational Structure:

| Unit/Topic | Title | Time |
|--------------------|---|------------------|
| Unit 1 | Personal Awareness and Development | 10 hours |
| Unit 2 | Evidence of Learning: Criteria Development Demonstration, Revision | 25 hours |
| Unit 3 | Goal and Plan: Creating a Contract | 15 hours |
| Unit 4 | Self-Directed Project | 60 hours |
| Unit 5 | Demonstration and Reflection | 10 hours |
| Total Hours | | 120 hours |



Continuum of development through challenges of increasing complexity and independence



| | | |
|---|---|--|
| <p>Acts are</p> <ul style="list-style-type: none"> * relatively simple challenges that emphasize an area of competence, <p>eg.,</p> <ul style="list-style-type: none"> * self awareness * self-assessment * research * technology * management * interpersonal <p>etc.</p> <p>Example Student selects, completes, and reflects on a self-awareness challenge which clarifies his or her serious interests.</p> <p>Possibilities:</p> <ul style="list-style-type: none"> * use the Choices program * complete and analyze an interest inventory | <p>Projects are</p> <ul style="list-style-type: none"> * more complex challenges that man combine more than one area of competence. <p>Example Student selects, plans, implements and assesses a challenge that clarifies his or her long-term career and lifestyle interests.</p> <p>Possibilities:</p> <ul style="list-style-type: none"> * interview community members about their career paths and experiences in an area of interest | <p>Ventures are</p> <ul style="list-style-type: none"> * very complex challenges that involve the student in real-life experiences which test and further develop his or her competencies. <p>Example Student selects, plans, implements and assesses a venture that clarifies his or her life-determining passion and vision.</p> <p>Possibilities:</p> <ul style="list-style-type: none"> * organize, implement and assess an apprenticeship with a mentor who models the student's values and ambitions |
|---|---|--|

Unit/Topic/Module Descriptions:

10 hours

Unit 1: Personal Awareness and Development

Students will be able to articulate what their interests and passions are. Through imagination and envisioning the future students will set long-term goals for themselves. Using a variety of online and paper self-assessment instruments they will analyze their own learning styles , personality types, and develop understanding of themselves. As a result students will generate possibilities, be encouraged to explore unfamiliar paths, take risks, and identify a personal vision based on personal interests and passions. Student will begin the process of self-reflection by evaluating themselves realistically and honestly and identifying strengths and areas for further development.

Curriculum Organizer: Knowledge and Skills

It is expected that students will:

- articulate personal aspects that contribute to their successes and difficulties as learners
- identify a personal vision based on interests and passions
- create personalized self-monitoring strategies
- develop a vocabulary for self-directed learning

Curriculum Organizer: Experience

It is expected the students will:

- participate in exercises that help them envision the future
- identify and describe personal competencies

Curriculum Organizer: Reflection and Connections

It is expected the students will:

- appreciate their own uniqueness

25 hours

Unit 2: Evidence of Learning: Criteria Development, Demonstration, Revision

Students will engage in the creation of a mini-challenge, act or project. When students first enter Navigator, they need to be guided through the action planning process at a simplified level where they can experience success. Students are asked to select one act that they can do to begin to develop an interest or passion they have identified.

Curriculum Organizer: Knowledge and Skills

It is expected that students will:

- use the goal / plan/ results framework for self organization and responsibility
- develop a mini challenge (small acts that may lead to the bigger project)
- practice skills to develop their competence (individually developed with the facilitator)
- manage time wisely
- access information from a variety of sources
- include communications strategies (e.g., technology, fine arts, other communications forms) as tools for demonstration

Curriculum Organizer: Experience

It is expected that students will:

- apply and use information effectively
- use effective problem solving skills

Curriculum Organizer: Reflection and Connections

It is expected that students will:

- begin to understand evidence as proof of learning
- gather evidence of learning and growth in competence
- demonstrate learning gained through the mini challenge

15 hours

Unit 3: Goal and Plan: Creating a Contract

Students will create a contract in their area of interest and passion. Students will create the contract document, gather the resources needed for their project, and write a detailed outline of what their project will entail. Throughout the process students will reflect on their goals, plans, and possible obstacles. They will collect evidence as proof of their learning.

Curriculum Organizer: Knowledge and Skills

It is expected that students will:

- set realistic short and long-term goals
- identify skills and skill sets needed to meet their goals
- access information from a variety of sources
- plan effective strategies to meet their goals
- present ideas effectively to others

Curriculum Organizer: Experience

It is expected that students will:

- synthesize information
- take risks
- apply and use information effectively

Curriculum Organizer: Reflection and Connections

It is expected that students will:

- set criteria and standards for evaluation
- listen to understand other peoples ideas
- respond appropriately to others ideas

60 hours

Unit 4: Self-Directed Project

Students will “get down to business” and take action to bring their acts and projects to fruition. Students are required to set daily goals, complete journal entries, develop skills and make things happen that affect or influence people. Students conference with one another and the facilitator regularly.

In Navigator, failure is viewed as a potentially powerful learning experience. Watching students struggle and knowing when to provide support is part of the facilitator’s role. If a facilitator rescues a student, the learning opportunity is lost.

Students will gather evidence of learning and growth. They will begin to plan and organize their presentations, and will negotiate criteria and standards for evaluation.

A fully developed learning contract includes the following components:

- a meaningful and relevant **vision** of growth and achievement in the student’s chosen area of emphasis, connected to the student’s interest and passion;
- a set of learning **goals** that are realistic and appropriate to the vision;
- a practical, workable **action plan** for achieving the goals ;
- a selection of relevant **resources** (people, print and technology) the student can draw on for information and guidance;
- organizational and time **management strategies** to keep the student on track;
- **criteria and standards** that the student aims to meet in relation to both graduation program competencies, portfolio requirements and relevant curricular or personal learning outcomes;
- strategies for tracking progress and gathering **evidence** of learning;
- strategies for **demonstrating competence** in areas addressed by the project.

Curriculum Organizer: Knowledge and Skills

It is expected that students will:

- interact with peers, teachers, parents, mentors and/or the community in meaningful learning relationships
- gather evidence of learning
- address learning outcomes in a variety of curricular areas

Curriculum Organizer: Experience

It is expected that students will:

- explore interests and passions
- practice and develop self-directed learning competencies
- complete self-directed acts and projects of increasing complexity and challenge

Curriculum Organizer: Reflection and Connections

It is expected that students will:

- reflect on and summarize learning

10 hours

Unit 5: Demonstration and Reflection

Students will present their learning and growth in a public performance demonstration or presentation. Students share and reflect on their work. They plan and carry out a celebratory event to present their learning to parents, peers, teachers, mentors and/or community members. Students develop criteria for assessment and are assessed by audience members, and facilitator; students also complete a self-assessment. A demonstration portfolio is a representation of a student's competencies and may include many different forms of expression.

Curriculum Organizer: Knowledge and Skills

It is expected that students will:

- identify and develop skills required for the preparation and organization of the demonstration
- use their presentation to demonstrate competence as an individual and in the area of their interest or passion
- develop confidence and poise in presentation
- create and present demonstration portfolios

Curriculum Organizer: Experience

It is expected that students will:

- present learning and accomplishments to a real audience
- present personal competencies

Curriculum Organizer: Reflection and Connections

It is expected that students will:

- show, describe, and comment on the quality of their learning
- choose appropriate ways to represent themselves and their learning
- evaluate performance, learning, competencies and growth
- discuss future plans including visions, goals and possible learning projects
- participate in ongoing formative assessment and self-evaluation

Instructional Component:

- direct instruction
- interactive instruction
- independent instruction
- modelling
- brainstorming
- group work
- facilitator demonstration
- journal writing
- self-assessment instruction
- practice

Assessment Component:

Forty percent of the grade will be based on evaluations conducted throughout the course. Components included in the evaluation are journal writing, self-assessments, evidence of work completed, learning contracts, presentations and, if applicable, tests, quizzes and examinations. Students are encouraged to participate in contests and community-based projects, such as The Scratch (a regional youth magazine) or a WEB design contest (BCSSA Association annual writing and web design contest.) Real life situations and authentic assessment lie at the heart of Navigator.

Sixty percent of the grade will be based on the demonstration conducted at the end of the course. This portion of the grade is formulated through self-assessment, audience assessment and facilitator assessment. The demonstration is a culminating activity for the course.

| Performance Method | Personal Communication | Other |
|--|--|---|
| <ul style="list-style-type: none"> • learning contract • projects • completed acts • portfolio • demonstrations • evidence of learning • develop criteria and standards | <ul style="list-style-type: none"> • self evaluation • audience evaluation • facilitator evaluation • journals • weekly conference with facilitator | <ul style="list-style-type: none"> • contests • community projects • tests, examinations (if applicable for an individual's project) |

Learning Resources:

Resources to support individual projects vary greatly depending on the choice of projects students are undertaking.

Gibbons M. (1990). *The Walkabout papers: Challenging students to challenge themselves.* Vancouver, BC: EduServe. ISBN 0-919173-68-3

The Navigator Consortium 1999, *A Coherent Approach to the Graduation Program: Linking Navigator, Entrepreneurial Studies and Applied Academics.* Burnaby, BC: Simon Fraser University

The Navigator Consortium 1996, *A Curriculum Framework for Entrepreneurial Studies.* Burnaby, BC: Simon Fraser University.

Additional Information:

Examples of demonstration portfolios are available for viewing at www.jlcrowe.org

