



# Curriculum Redesign

- Flexibility and choice while maintaining focus on reading, writing, and numeracy
- Strong emphasis on competencies
- Built around Big Ideas
- Aboriginal content and perspectives included

[curriculum.gov.bc.ca](http://curriculum.gov.bc.ca)





Starting in 2011 through today:

- Curriculum & Assessment Framework Advisory Group
- Regional consultation sessions on curriculum and graduation
- *Enabling Innovation* background paper
- Exploring possible curriculum designs with educators/academics
- *Exploring Curriculum Design* background paper
- Competency definitions paper
- Curriculum development
- Competency development
- Graduation program consultations
- Assessment and Curriculum Advisory Committees

# The Educated Citizen



- **thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;**
- **creative, flexible, self-motivated and who have a positive self image;**
- **capable of making independent decisions;**
- **skilled and who can contribute to society generally, including the world of work;**
- **productive, who gain satisfaction through achievement and who strive for physical well-being;**
- **cooperative, principled and respectful of others regardless of differences;**
- **aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.**



# Core Competencies

*Provincial consultation and extensive research identified these categories of core competencies that support life-long learning:*

- **Thinking Competency**
  - Critical thinking
  - Creative thinking
- **Communication Competency**
- **Personal and Social Competency**
  - Positive personal and cultural identity
  - Personal awareness and responsibility
  - Social awareness and responsibility



# Guiding principles

## ***CONCEPT-BASED, COMPETENCY-DRIVEN CURRICULUM...***

- Core Competencies are explicit in redesign
- Focus on the important concepts and big ideas inherent in the discipline
- Emphasize higher order learning and deeper learning
- Integrate and embed First Peoples Principles of Learning and Aboriginal knowledge and world views



# Guiding principles

- Reduce the prescriptive nature of curriculum
- Allow for flexibility and choice for teachers and student
- Enable teachers to be creative and innovative in their design of learning experiences
- Align assessment and evaluation with the redesign of the curriculum





## 3-D curriculum model: Know, Understand, Able to Do



Do

HOME CORE COMPETENCIES CURRICULUM DRAFTS ASSESSMENT

# Mathematics

K 1 2 3 4 5 6 7 8 9 10 11 12 All

What's New Goals & Rationale FAST LINKS

Core Competencies in Mathematics

T Thinking C Communication PS Personal & Social

Big Ideas

- Numbers tell how much and how many and can be represented in many different forms.
- Patterns represented in various ways show repeated regularities.
- Objects and shapes can be described, measured, and compared in many ways.
- Information can be collected and represented by several methods.

Learning Standards Download: ENGLISH FRANCAIS

Curricular Competencies

Students will be able to problem solve.

Analyzing a problem

- Develop mental math strategies and abilities to make sense of quantities up to 10
- Estimate reasonably using whole-number benchmarks of 5
- Use multiple strategies, including real-life concrete and pictorial contexts, to develop, construct, and apply mathematical understanding through play, inquiry, and problem solving

Reasoning and proof

- Use reasoning and logic to explore and make connections

Communicating

- Communicate in many ways (concretely, pictorially, symbolically, and using simple spoken or written language) to express, describe, explain, represent, and apply mathematical ideas

Connecting

- Connect mathematical concepts to each other and make mathematical connections to the real world
- Visualize and describe mathematical concepts

Concepts and Content

Students will know and understand the following concepts and content.

- number concepts to 10
- partitioning numbers to 10
- repeating patterns with two or three elements
- concrete relationship through change (ex. Show me how do I go from 4 to 6?)
- equality as a balance and inequality as an imbalance
- direct comparative measurement, based on one attribute
- 3D objects, based on one attribute
- positional language, such as beside, on top of, under, and in front of
- the likelihood of familiar, real-life events

VIEW ELABORATIONS +

FLEXIBLE LEARNING ENVIRONMENTS INSTRUCTIONAL MODELS STUDENT SUPPORTS ABORIGINAL EDUCATION

Understand

Know



BRITISH  
COLUMBIA

Ministry of  
Education

# BC's Curriculum Model

<http://bcatml.weebly.com/curriculum-info.html>

Core  
Competencies are  
underpinning

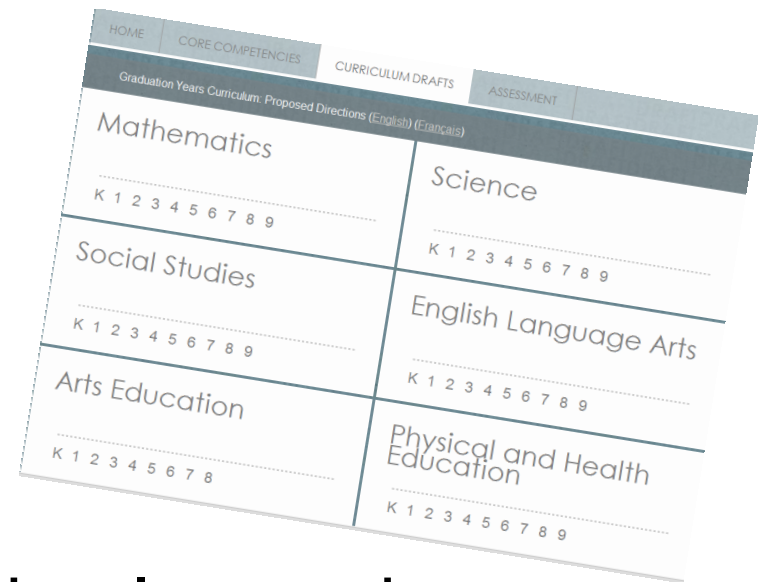






## Areas of Learning:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Arts Education
- Français Langue Seconde - Immersion
- Français Langue Première
- Physical and Health Education
- Languages (Core French 5-12) – 1<sup>st</sup> draft
- Career Education – 1<sup>st</sup> draft framework
- Applied Skills – 1<sup>st</sup> draft framework





# A Flavour of the K-9 Revisions

- Highlighting the Environment in Science
- Aboriginal perspectives have been made more explicit in learning standards in Science
- Computational fluency has been added as a big idea K-10 in Math
- Topic movement rationale in Social Studies
- Improving geography presence in Social Studies
- Working on the specificity and continua of big ideas and learning standards across the grades in ELA
- More attention to the concept of physical literacy and the "PE" content in PHE



# Timelines



## Grades K-9:

- Revised drafts available summer 2015 for optional use in schools
- Phase in new curriculum fall 2016



## Grades 10-12:

- Drafting underway
- 1<sup>st</sup> outlines available September 2015



# Grad Years Design





# Grad Years Design

## Social Studies in the Graduation Learning Years

| Graduation Learning Years: Required   | Graduation Learning Years: Choice   |  |                         |         |   |   |  |
|---|---|--|-------------------------|---------|---|---|--|
| <div data-bbox="135 456 193 514"></div> <div data-bbox="202 492 434 514">Area of Learning: SOCIAL STUDIES</div> <div data-bbox="734 492 869 514">Grad Learning Years</div> <div data-bbox="463 528 540 549">BIG IDEAS</div> <div data-bbox="135 549 309 614">Local, national, and global conflict—including oppression, war, and genocide—have had lasting impacts on the contemporary world.</div> <div data-bbox="328 549 502 614">The development of policies is influenced by economic, social, ideological, and geographic factors.</div> <div data-bbox="521 549 695 614">Political decision-making and societal change dynamically interact with individuals, groups, and institutions.</div> <div data-bbox="714 549 888 614">Indigenous world views both complement and disrupt non-Indigenous world views in understanding the development of Canadian society.</div> <table border="1" data-bbox="135 635 869 999"> <thead> <tr> <th colspan="2" data-bbox="135 635 531 656">Learning Standards</th></tr> <tr> <th data-bbox="135 656 531 678">Curricular Competencies</th><th data-bbox="531 656 869 678">Content</th></tr> </thead> <tbody> <tr> <td data-bbox="135 685 531 992"> <p>Students are expected to be able to do the following:</p> <ul style="list-style-type: none"> <li>Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)</li> <li>Assess the significance of people, places, events, and/or developments, and compare varying perspectives on historical significance over time and place, and from group to group (significance)</li> <li>Assess the justifiability of competing historical accounts after investigating points of contention, interpretation of sources, and adequacy of evidence (evidence)</li> <li>Compare and contrast continuities and changes and progress and decline for different groups across different periods of time and space (continuity and change)</li> <li>Assess the influence that prevailing conditions and the agency of individuals and groups played in causing events, decisions, and/or developments to occur (cause and consequence)</li> <li>Explain and anticipate different perspectives on past or present people, places, issues and/or events by considering prevailing norms, values, worldviews and beliefs (perspective)</li> <li>Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</li> <li>Make reasoned ethical judgments about controversial actions in the past and present, and assess responsibilities to remember and/or respond to contributions, sacrifices and injustices (ethical judgment)</li> </ul> </td><td data-bbox="531 685 869 992"> <p>Students are expected to know the following content:</p> <ul style="list-style-type: none"> <li>injustice, oppression, and social change in the development of human rights</li> <li>the development, structure, and function of Canadian and other political systems, including First Peoples governance</li> <li>the development, structure and function of Canadian and other economic systems</li> <li>the influence of ideology, public opinion, and civic engagement on the development of public policy</li> <li>conflict and cooperation in local, national, and global contexts</li> <li>interconnections between demography, urbanization, environmental issues, and globalization.</li> </ul> </td></tr> </tbody> </table> | Learning Standards  |  | Curricular Competencies | Content | <p>Students are expected to be able to do the following:</p> <ul style="list-style-type: none"> <li>Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)</li> <li>Assess the significance of people, places, events, and/or developments, and compare varying perspectives on historical significance over time and place, and from group to group (significance)</li> <li>Assess the justifiability of competing historical accounts after investigating points of 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conversation.</li> <li>The team has proposed providing a list of provincially-developed options similar to the current curriculum’s range of provincially-developed electives.</li> </ul> <p>That list includes:</p> <ul style="list-style-type: none"> <li>20<sup>th</sup> century World History</li> <li>Contemporary Aboriginal Issues</li> <li>Law Studies</li> <li>Political Science</li> <li>Human Geography</li> <li>Physical Geography</li> <li>Comparative Cultures</li> <li>Social Justice</li> <li>Philosophy</li> </ul> <ul style="list-style-type: none"> <li>We are also planning to develop a generic template as a starting point for teachers and students wanting to develop their own locally-developed learning options.</li> </ul> |
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# Grad Years Design

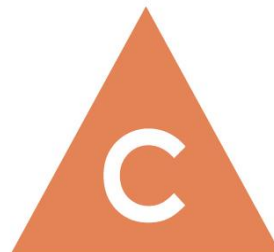
|  |  |  |
|--|--|--|
| <b>Area of Learning:</b> Social Studies  |  | Comparative Cultures   |
| <b>Big Ideas</b> <ul style="list-style-type: none"><li>- The study of the development, diversity, and complexity of global cultures expands the horizons of cultural meaning.</li><li>- The exploration of the unique and variegated expressions of human art highlight the diverse range and complexity of global cultures.</li><li>- Artistic expression both reflects and disrupts the ideologies, beliefs, and worldviews of global cultures.</li><li>- Understanding the wide range of cultural expressions of thought, belief, and ways of knowing will illuminate other cultural orientations in the social, spiritual, and ecological space.</li><li>- Diverse global cultures have constructed a rich spectrum of expressions of power and authority.</li></ul> |  |  |
| <b>Learning Standards</b>  |  |  |
| <b>Curricular Competencies</b>   |  | <b>Content</b>   |
| <i>Students will develop competencies needed to be active, informed citizens:</i> <ul style="list-style-type: none"><li>- Use inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)</li><li>- Assess and compare the significance of cultural elements over time and place</li><li>- Evaluate inferences about the content, origins, purposes, context, reliability, and usefulness of multiple sources both past and present</li><li>- Analyze continuities and changes in diverse cultures over diverse periods of time and space (continuity and change)</li><li>- Assess development and impact of diverse cultures of thought,</li></ul>   |  | <i>Students may know and understand all or some of the following concepts and content related to <b>comparative cultures</b>:</i> <ul style="list-style-type: none"><li>• Concepts that define the study of society and culture</li><li>• Elements of society and culture including structures of power and authority, belief systems, systems of social organization, conflict, war, and conquest, influence of the natural environment, and methods of cultural transmission over time</li><li>• How the arts express culture including belief systems, social organization, language, power and authority, order and harmony, or archetypes</li></ul> |





# Core Competencies

- Communication: Profiles and 23 illustrations posted
- Positive Personal & Cultural Identity: Profiles and 19 illustrations posted
- Creative Thinking: Profiles and 31 illustrations posted
- Critical Thinking: Profiles and 20 illustrations will be posted June, 2015
- Personal Responsibility: Coming Summer 2015
- Social Responsibility: Coming Summer 2015





# Ongoing Work

- Elaborations ([see Science](#))
- Instructional examples
- Web enhancements: [search feature](#)
- Communications
  - Newsletter plans
  - Twitter, Facebook etc.
  - Partner Relations Division – Stakeholder engagement
  - BCCPAC and other partner groups



# Assessment

- Provincial Advisory Groups and Working Groups are underway
- Assessment will be revised to align with changing emphases
- Reporting/Communicating Student Learning guidelines need to align with directions and emerging practices in the field



# Transforming Assessment

| Shifting From.....                             | .....To  |
|--|--|
| Knowing  | Doing and Understanding                                    |
| Content coverage (emphasis on knowing)         | Competencies (emphasis on doing)                           |
| Content as specific facts to be memorized      | Rich content as context/vehicle for deeper understanding   |
| Focus on individual learning outcomes (pieces) | Focus on Understanding (big ideas, competencies, concepts) |
| Predominantly multiple choice                  | Variety of formats   |
| N/A  | Incorporating Collaboration                                |
| N/A  | Incorporating Choice                                       |
| N/A  | Self-reflection element (thinking and communication)       |
| Score reporting in categories                  | Descriptive reporting and proficiency levels               |



## **Assessment will be revised to align with redesign of the curriculum**

### Provincial Assessment (FSA redesign)

- AGPA 1 complete and report posted
- Assessment Working Group established
  - Group has met twice March & May
  - Next meeting June 22
- New blueprint by Oct-Nov 2015
- Piloting and introduction: dates TBD

### Provincial Examinations

- AGPA 2 is currently meeting
- Next/last meeting is June 23
- Will provide advice on future provincial examinations
- Models to come



# Staff Contacts

| Area                                | Key contacts/Coordinator   | email  |
|-------------------------------------|--|--|
| Arts Education                      | Melanie Bradford, Ministry Coordinator<br>(co-facilitated by a contractor—John Fultz)<br>(secondment coming to fill position for a year) | <a href="mailto:Melanie.Bradford@gov.bc.ca">Melanie.Bradford@gov.bc.ca</a>   |
| Math                                | Melissa Horner, Ministry Coordinator<br>(secondment coming to fill position for a year)  | <a href="mailto:Melissa.Horner@gov.bc.ca">Melissa.Horner@gov.bc.ca</a>   |
| Social Studies                      | Nick Poeschek, Ministry Coordinator  | <a href="mailto:Nick.Poeschek@gov.bc.ca">Nick.Poeschek@gov.bc.ca</a>   |
| Core French                         | Laura Hawkes, Ministry Coordinator<br>(co-facilitated by district person—Claire Guy)   | <a href="mailto:Laura.Hawkes@gov.bc.ca">Laura.Hawkes@gov.bc.ca</a>   |
| Science                             | Angie Calleberg, Ministry Coordinator  | <a href="mailto:Angie.Calleberg@gov.bc.ca">Angie.Calleberg@gov.bc.ca</a>   |
| English Language Arts               | Valerie Collins, Ministry Coordinator  | <a href="mailto:Valerie.A.Collins@gov.bc.ca">Valerie.A.Collins@gov.bc.ca</a>   |
| Physical and Health Education       | Josh Ogilvie, contracted from SD 41<br>Nick Poeschek (Ministry contact)  | <a href="mailto:Josh.Ogilvie@sd41.bc.ca">Josh.Ogilvie@sd41.bc.ca</a><br><a href="mailto:Nick.Poeschek@gov.bc.ca">Nick.Poeschek@gov.bc.ca</a>   |
| Français Langue seconde immersion   | Liliane De Oliveira, Ministry Coordinator  | <a href="mailto:Liliane.DeOliveira@gov.bc.ca">Liliane.DeOliveira@gov.bc.ca</a>   |
| Français langue premiere            | Peyman Mirmiran, Ministry Coordinator  | <a href="mailto:Peyman.Mirmiran@gov.bc.ca">Peyman.Mirmiran@gov.bc.ca</a>   |
| Career Education                    | Claire Guy, SD 35 (Langley), Facilitator<br>Liliane De Oliveira (Ministry contact)<br>Janine Hannis (Ministry contact)                   | <a href="mailto:ClaireGuy@sd35.bc.ca">ClaireGuy@sd35.bc.ca</a><br><a href="mailto:Liliane.DeOliveira@gov.bc.ca">Liliane.DeOliveira@gov.bc.ca</a><br><a href="mailto:Janine.Hannis@gov.bc.ca">Janine.Hannis@gov.bc.ca</a> |
| Applied Skills                      | Mark Hawkes, Ministry Coordinator<br>(co-facilitated by a contractor—Anita Chapman)  | <a href="mailto:Mark.Hawkes@gov.bc.ca">Mark.Hawkes@gov.bc.ca</a>   |
| Assistant Director, Curriculum      | Brent Munro  | <a href="mailto:Brent.D.Munro@gov.bc.ca">Brent.D.Munro@gov.bc.ca</a>   |
| Director, Curriculum and Assessment | Nancy Walt   | <a href="mailto:Nancy.Walt@gov.bc.ca">Nancy.Walt@gov.bc.ca</a>   |