

Guiding Principles

- * Personalizing learning – tapping into student interests to help them learn
- * Core competencies balanced with a solid foundation of skills (reading, writing and math)
- * Applying what students have learned to real-life situations
- * Aboriginal content, perspectives and pedagogy are foundational:
 - * Emphasis on identity, local focus, power of story, experiential learning, outdoors
- * Gaining the skills to enter post-secondary and the workforce
- * Strengthening the ability to compete in a global economy
- * curriculum.gov.bc.ca

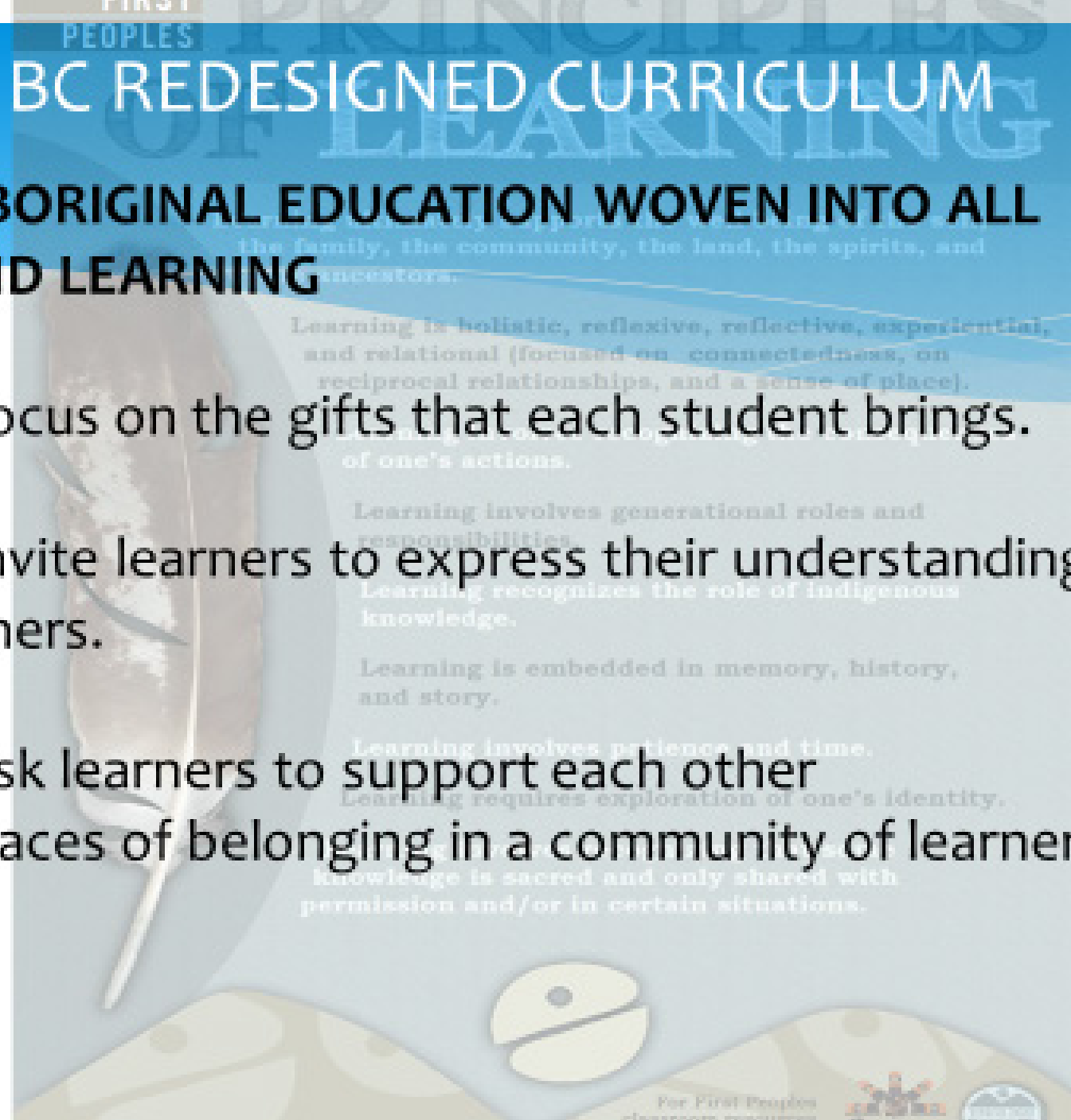


<http://curriculum.gov.bc.ca/competencies>

BC REDESIGNED CURRICULUM

SUPPORTS ABORIGINAL EDUCATION WOVEN INTO ALL TEACHING AND LEARNING

- Teachers focus on the gifts that each student brings.
- Teachers invite learners to express their understanding of who they are as learners.
- Teachers ask learners to support each other creating spaces of belonging in a community of learners.



REDESIGNED CURRICULUM

K-9 Curriculum: ready for use September 2015
(Ministerial Order)

- Arts
- English Language Arts
- Français Langue Première
- Français Langue
- Seconde Immersion
- Math
- Physical and Health Education
- Science
- Social Studies

First drafts

- Applied Design, Skills, & Technology
- Career Education
- Core French

- The first draft curricula is open for feedback until Dec. 2015
- Curriculum teams (in these 3 areas of learning) will be back together in Jan. 2016 for revisions

Science

K 1 2 3 4 5 6 7 8 9

Core Competencies

C
Communication

T
Thinking

PS
Personal & Social

Big Ideas

All living things and their environment are interdependent.

- Questions to support inquiry with students:
 - How do living things sense, respond, and adapt to stimuli in their environment?
 - What evidence is there of interdependence between living and non-living things in ecosystems?

Elaborations may be found for big ideas, content or curricular competencies. They provide clarification, examples, key questions etc.

... and arrange artistic elements, technologies, tools, techniques, and

... and as an individual using ideas experimentation, and purposeful play

... identity, place, culture, society, and

... and appreciation of personal, social, mental contexts in relation to the arts

... and evidence of the planned use of the visual elements to achieve a desired effect. ... processes, materials, movements, and environments in the arts

... variety of related other. ... content

... are expected to know the ...

... purposeful application of elements and principles to create meaning in the arts, including but not limited to:

- dance: body, space, dynamics, time, relationships; form and movement principles
- drama: character, time, place, plot, tension, mood, focus, contrast
- music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture
- visual arts: elements of design: line, shape, space, texture, colour, ... principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, unity, variety, harmony

BC REDESIGNED CURRICULUM

Curriculum

K-9:

Sept. 2015

Curriculum available for use (Ministerial Order)

Sept. 2016

Full implementation

10-12:

Sept. 2015

First drafts available
(core and options)

Jan. 2016

Curriculum teams back in
for revisions

Sept. 2016

Curriculum available for use

Sept. 2017

Full implementation



BC CORE COMPETENCIES

Core Competencies

- * All core competencies are posted now
- * Created on a continuum (not by grade level)
- * Feedback will be collected between Sept. – Dec. 2015
- * Teams will come together in Jan. 2016 to revise

