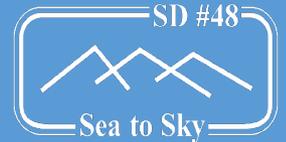


BC Graduation Program & New Curriculum DPAC Presentation: *May 13, 2019*



*We are honoured to be learning on the Traditional Territory
of the Sḵwx̱wú7mesh Úxwumixw and St'át'imc Nation.*

BC Revised Curriculum & Grad Program

What's staying the same:

- ✓ **High standards** focused on foundational skills – reading, writing and math)
- ✓ **80 credits required to graduate** that represent a wide range of subject areas (52 required credits and 28 elective credits).
- ✓ **Letter grades and percentages** on formal reports and transcripts for all courses taken.
- ✓ **Alternative ways to earn credit** through independent directed studies, external credentials, course challenges, dual credit courses and equivalency credits

BC Revised Curriculum & Grad Program

What's changed:

- ✓ **New curriculum is more learner centered and flexible**
- ✓ **All courses are accessible** and allow for different teaching methods. They are not designed to stream students into easier or more difficult pathways
- ✓ Focuses on what students will **know, be able to do, and understand**
- ✓ **Competencies over content** → critical thinking, communication, and personal/social core competencies are emphasized across all grades and areas of learning
ages on formal reports and transcripts for all courses taken.
- ✓ **Indigenous ways of knowing and perspectives** are woven across all grades and areas of learning
- ✓ **New Career Education Gr. 10 – 12 curriculum (CLE and CLC)** replaces Planning 10 and Grad Transitions
- ✓ **Many more course options** for students, from Fine Arts to ADST

BC Revised Curriculum & Grad Program

80 credits required to graduate:

- At least **16** credits must be at the Grade 12 level, including a required Language Arts 12
- At least **28** credits must be elective course credits
- **52** credits are required from the following:
 - Career-Life Education (4 credits), and Career-Life Connections (4 credits)
 - Physical and Health Education 10 (4 credits)
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
 - A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
 - A Language Arts 10, 11 and a required 12 (12 credits total)
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

3 new graduation assessments:

- Grade 10 Numeracy Assessment (introduced Jan. 2018)
- Grade 10 Literacy Assessment (will be introduced Sept. 2019)
- Grade 12 Literacy Assessment (will be introduced Sept. 2020)

Implementation Timeline

Curriculum

September 2016

- K – 9 revised curriculum implemented

September 2018

- Grade 10 revised curriculum implemented

September 2019

- Grade 11 and 12 revised curriculum to be implemented

Assessments

January 2018

- Graduation Numeracy Assessment implemented in Grade 10

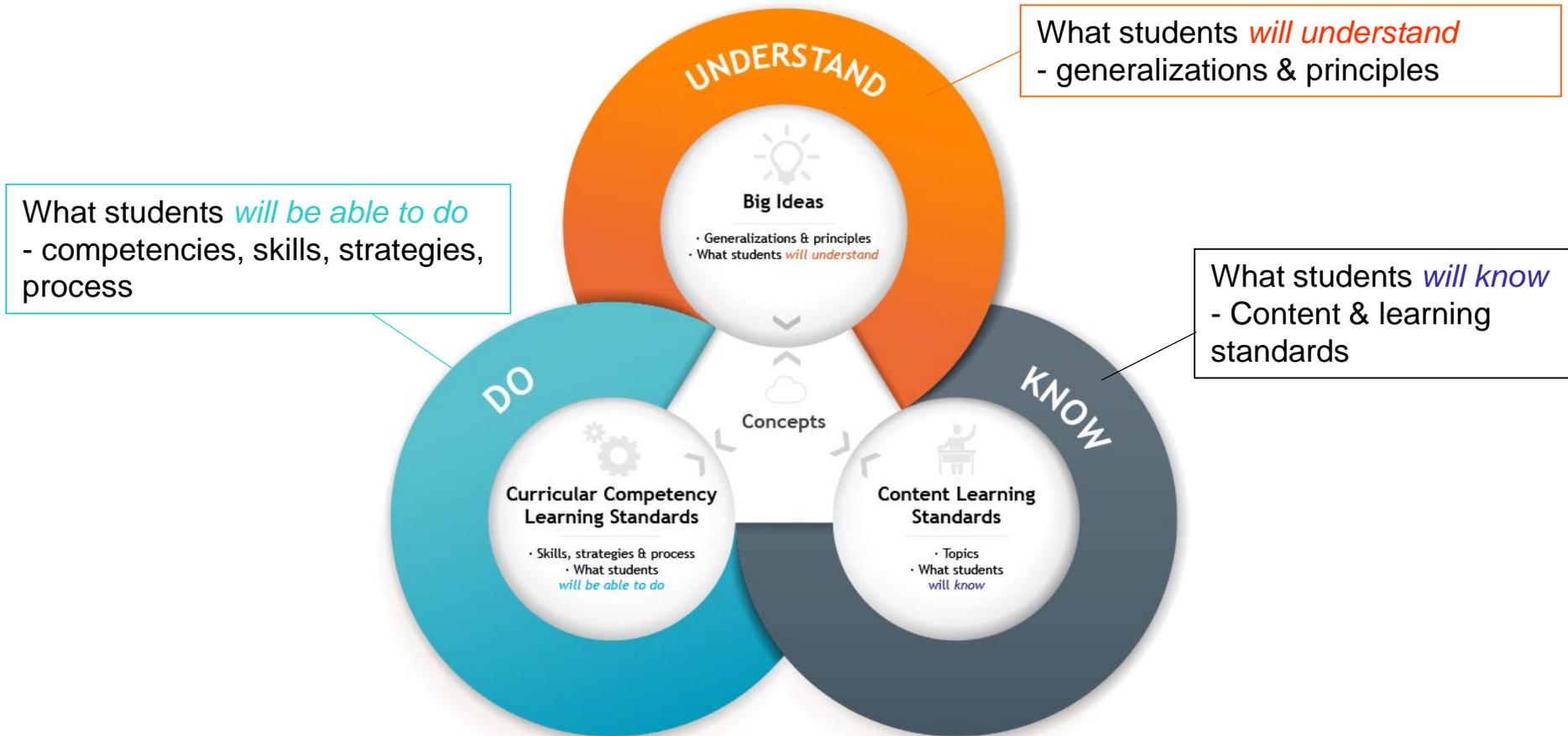
September 2019

- Grade 10 Graduation Literacy Assessment will be implemented

September 2020

- Grade 12 Graduation Literacy Assessment will be implemented

Know, Do, Understand Model



Know, Do, Understand



- **Know (aka Content Learning Standards):**

- the 'content' that students learn; less detailed and prescriptive (and less in terms of 'amount') than past curricula
- teachers and students able to go in directions of particular interest or local relevance, as well as dive deeper into fewer topics and focus less on rushing through a list of factual details in an attempt to 'cover' all the required topics

- **Do (aka Curricular Competency Learning Standards):**

- the 'how' of the learning
- the skills, strategies and processes that students will develop over time
- more subject/discipline specific, but connected to the core competencies

- **Understand (aka Big Ideas):**

- what students should understand by the completion of the curriculum for their grade, but they are intended to persist beyond a single grade and aid in future understanding
- the concepts or principles that you want students to fully understand beyond anything else in the course, class or subject.

“Understand”

BIG IDEAS

<p>Complex roles and relationships contribute to diversity of ecosystems.</p>	<p>Changing ecosystems are maintained by natural processes.</p>	<p>Human practices affect the sustainability of ecosystems.</p>	<p>Humans can play a role in stewardship and restoration of ecosystems.</p>
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“Do”

“Know”

Learning Standards

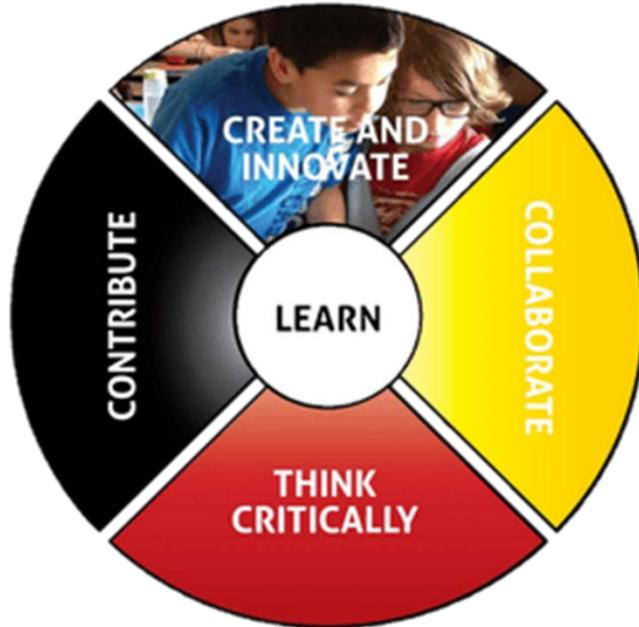
Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Questioning and predicting</p> <ul style="list-style-type: none"> • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest • Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world • Formulate multiple hypotheses and predict multiple outcomes <p>Planning and conducting</p> <ul style="list-style-type: none"> • Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative) • Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods • Use appropriate SI units and appropriate equipment, including digital technologies, to systematically and accurately collect and record data • Apply the concepts of accuracy and precision to experimental procedures and data: <ul style="list-style-type: none"> – significant figures – uncertainty – scientific notation <p>Processing and analyzing data and information</p> <ul style="list-style-type: none"> • Experience and interpret the local environment 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • abiotic characteristics: <ul style="list-style-type: none"> – aquatic – atmospheric – edaphic • levels of biotic diversity • ecosystem complexity: <ul style="list-style-type: none"> – roles – relationships – population dynamics • energy flow through ecosystems • matter cycles through and between living systems • succession • First Peoples knowledge and other traditional ecological knowledge in sustaining biodiversity • benefits of ecosystem services • human actions and their impact on ecosystem integrity • First Peoples ways of knowing and doing • resource stewardship • restoration practices

Grad Program Graduation Assessments

For Students entering Grades 10-12 in the 2019/2020 School Year:

- Grade 10 Students Will:
 - Follow the 2019 Graduation Program
 - Write the [Numeracy Assessment](#) and the [Grade 10 & 12 Graduation Literacy Assessments](#) before graduation
- Grade 11 Students Will:
 - Follow the 2019 Graduation Program requirements
 - Write the [Numeracy Assessment](#) before graduation
 - Write the [Grade 12 Graduation Literacy Assessment](#) in Grade 12
- Grade 12 Students Will:
 - Transition between the 2004 and 2019 Graduation Program
 - Write the [Numeracy Assessment](#) before graduation
 - Take a Language Arts 12 course ([no Provincial Exam or Literacy Assessment](#))

Medicine Wheel & Core Competency Alignment



Thinking

- *Creative Thinking*
- *Critical Thinking*



Communication



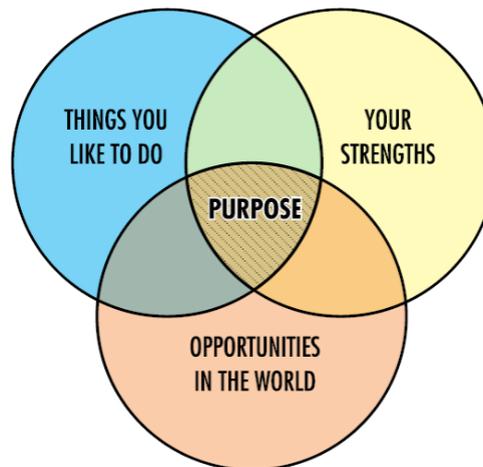
Personal and Social

- *Positive Personal/Cultural Identity*
- *Personal Awareness and Responsibility*
- *Social Awareness and Responsibility*

Career-Life Education

A career is a person's "journey" through life

A career is about the life you want to lead – not just a job, occupation or profession. It involves deciding among possible and preferred futures. It answers: "Who do I want to be in the world?," "What kind of lifestyle am I seeking?" and "How can I make an impact?"



Career-Life Education Continuum

K-5: Developing Foundations in Career-Life Development

- develop an awareness of personal interests, strengths, and stretches, the roles and responsibilities of family, school, and community in supporting them on their journey
- reflect on learning and goal-setting

Grades 6-9: Exploring Possibilities in Career-Life Development

- continue to reflect on, self-assess, and set goals in personal competency development
- explore career-life concepts such as identity, leadership, personal planning, and transferable skills

Grades 10-12: Pursuing Preferred Futures in Career-Life Development

- refine personal career-life development goals through experiential learning, cultivating community connections, gathering authentic evidence of learning, and reflecting on competency development
- explore post-graduation possibilities in diverse educational, work, and personal life contexts, build the personal career-life management skills needed to effectively pursue who and how they want to be in the world

Career-Life Education

Career-Life Education:	4 credits
<u>Career-Life Connections</u>	4 credits (including Capstone presentation)
Total Credits:	8

Implementation Model

Multi-age (grades 10 -12) cohort of students
Cohort stays together with same teacher for 3 years
“Most all” teachers teach the class
1-2X week 40 minutes – 60 minutes

Why?

Time and **space** for the enhancement of youth protective factors, the deepening of **relevance** and **purpose**, student **self-reflection** and the **development of core competencies**, and enhanced **readiness** of student development for the **future**

Questions

