



Transforming Curriculum 2015-16

Curriculum, Competencies and Kids



Please contact Kim Boettcher for further discussion. Together we can!

TRUE or FALSE?

- 1.The Core Competencies are written for grades Kindergarten to Grade 9.
2. Aboriginal content is written into each curriculum area.
3. Self Regulation is an element of one of the Core Competencies.
4. Career Education will not be a focus in the curriculum.
5. Draft curriculum documents are now available for English and Science 10-12.
6. Teachers requested more environmental topics in Science.

Learning Intentions for Meeting

- 1.To become familiar with the Core Competencies.
- 2.To engage in conversation about the new curriculum.
3. To think about how you will integrate at least one Core Competency into a lesson/unit/project.

Opening Activity

**Introduce yourself at the table and
tell one thing in the world you are
curious about.**





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**
- Gaining the **skills** to enter post-secondary and the workforce
- Strengthening the **ability to compete** in a global economy





K-9 Curriculum: Ready for use

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

Curriculum

K-9:

Sept. 2015  Curriculum available for use

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



THINK ‘transformative process’



It's about ENGAGING STUDENTS!

Our thinking needs to:

- be flexible
- be creative
- be inclusive



Not about ‘curriculum’ or ‘implementation date’ but rather about students, engagement and the learning process.



Making the Shift



FROM...

covering curriculum.....

subjects and courses.....

learning outcomes.....

measuring and assessing.....

evaluation and grading.....

TO...

engaging students through inquiry

flexible, both interdisciplinary and disciplinary

big ideas, relevant, meaningful, learning standards

descriptive feedback, developing competencies (core & curricular)

learner profiles, communicating student learning



Core Competencies K-12

With Literacy and Numeracy Foundations



The Competencies

The Core Competencies:

- communication
- creative thinking
- critical thinking
- positive personal & cultural identity
- personal awareness & responsibility
- social responsibility



Bert Ambrose - Design Thinking!

Sharon Jeroski - The Author



“One of the reasons vulnerable kids get up in the morning and come to school is because of one or more of these competencies, not to learn a new concept in some subject area.”

According to Sharon...

Elevate the competencies: for example, teach literacy with a focus on Positive Personal and Cultural Identity

Competencies are about application...these are BIG concepts throughout the day:

What did I do today that helped me learn to *communicate*?
What did I do today where I used my *creative thinking* skills?

The Core Competencies are continuums, not standards... about personalized learning, every child's unique journey, where you are you are and where you're going next!

Core Competencies & Assessment

No exemplars, no marking sessions, one example will not show every child.

The examples are called *Illustrations*.

These are *continuums*...

We collect *evidence of learning*, we sit down with child and interview with the Core Competency Profile:

- Who are you? As a person, as a learner?
- How are you progressing?

Find ways for students to produce evidence: oral, visual, video, writing etc.

Connect & Engage with Others

Acquire, Interpret & Present Information to Others

Collaborate to Plan, Carry Out & Review Constructions and Activities

Explain/Recount and Reflect on Experiences

Set of Profiles: Communication Competency

These profile descriptions include four facets that underpin Communication Competency: connect and engage with others; acquire, interpret, and present information; collaborate to plan, carry out, and review constructions and activities; and explain/recount and reflect on experiences and accomplishments. The four facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE	DESCRIPTION
 1	In a safe and supported environment, I respond meaningfully to communication from peers and adults. With support, I can be part of a group.
 2	In familiar situations, with direct support, I communicate with peers and adults. I understand and share basic information about topics that are important to me. I talk and listen to people I know. I plan and complete activities with peers and adults. I can answer simple direct questions about my activities and experiences.
 3	In familiar situations, with some support or guidance, I communicate with peers and adults. I understand and share basic information about topics that are important to me, and participate in conversations for a variety of purposes (e.g., to connect, help, be friendly, learn/share). I listen and respond to others. I can work with others to achieve a short-term, concrete goal; I do my share. I can recount simple experiences and activities, and tell something I learned.
 4	I communicate with peers and adults with growing confidence, using forms and strategies I have practiced. I gather basic information I need for school tasks and for my own interests, and present it in ways I have learned. I am becoming an active listener; I ask questions and make connections. When I talk and work with peers, I express my ideas and encourage others to express theirs; I share roles and responsibilities. I recount and comment on events and experiences.
 5	I communicate clearly, in an organized way, using a variety of forms appropriately. I acquire the information I need for school tasks and for my own interests, and present it clearly. In discussions and collaborative activities, I am an engaged listener—I ask clarifying and extending questions. I share my ideas and try to connect them with others' ideas. I contribute to planning and adjusting a plan, and help to solve conflicts or challenges. I am able to represent my learning, and connect it to my experiences and efforts. I give and receive constructive feedback.
 6	I communicate confidently in organized forms that show attention to my audience and purpose. I acquire information about complex and specialized topics from various sources, and synthesize and present it with thoughtful analysis. I contribute positively to discussions and collaborations, and help to organize and monitor the work. I ask thought-provoking questions, integrate new information, support others, and help to manage conflicts. I offer detailed descriptions of my own efforts and experiences. I give, receive, and act on constructive feedback.
 7	I communicate effectively in well-constructed forms that are effective in terms of my audience and purpose. I acquire, critically analyse, and integrate well-chosen information from a range of sources. I show understanding and control of the forms and technologies I use. In discussion and collaboration, I acknowledge different perspectives, and look for commonalities. I offer both leadership and support; I am flexible and have a variety of strategies and experiences to draw on. I am able to represent my learning and my goals, and connect these to my previous experiences. I accept constructive feedback and use it to move forward.
 8	I am intentional and strategic; I am able to engage and accomplish my purpose with an increasing range of audiences, including those I do not know. I access and make strategic choices from complex and specialized information sources. I show expertise in the forms and technologies I use. I can take leadership in a discussion or collaboration, and focus on deepening or transforming our thinking. I seek consensus, and focus on collective results. I can articulate a keen awareness of my strengths, my aspirations and myself. I offer detailed analysis, using specific terminology, of my progress, work and goals.

Communication Illustrations



Profile 2: Direct Question & Answer About Picture

[Profile 2: Audio for Picture Q&A](#)

Profile 4: Building a Shelter

[Profile 4: Building a Shelter Video](#)

Profile 5: Persistence

[Profile 5: Persistence Video](#)



Relationships &
Cultural Contexts

Personal Values &
Choices

Personal Strengths
& Abilities

Set of Profiles: Positive Personal and Cultural Identity Competency

These profile descriptions include three facets that underpin Positive Personal and Cultural Identity Competency: relationships and cultural contexts, personal values and choices, and personal strengths and abilities. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE

DESCRIPTION



1

I am aware of myself as different from others.

I know my name. With some help, I can identify some of my attributes.



2

I am aware of different aspects of myself. I can identify people, places, and things that are important to me.

I can identify some of my individual characteristics. I can describe my family, home, and/or community (people and/or place).

I can explain what I like and dislike. I am able to explain what interests me.



3

I can describe different aspects of my identity. I have pride in who I am.

I am able to identify different groups that I belong to. I am able to represent aspects of my cultural contexts (such as family, communities, school, peer groups) through words and/or images. I can describe what is important to me. I can describe and demonstrate pride in my positive qualities, characteristics, and/or skills. I can explain how I am able to use these to contribute to my home and/or community.



4

I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices, and contribute to making me a unique individual.

I understand that my identity is made up of many interconnected aspects of my life such as experiences, family history, heritage, where I live, and groups I identify with (including family, friends, peers, and virtual communities). I understand that what I value influences the choices I make and how I present myself in various contexts. I understand that my characteristics, qualities, strengths, and challenges make me unique, and are an important part of the communities I belong to (including people and places).



5

I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity.

I understand that my learning is continuous and my concept of self and identity will continue to evolve. I can describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced my values and choices. I can identify how my strengths can help me meet challenges, and I understand that I will continue to develop new skills, abilities, and strengths. I can identify how my challenges can be opportunities for growth. I can identify my potential as a leader in the communities I belong to.

Positive Personal & Cultural Identity Illustrations



Profile 1: How Names Were Given

[Profile 1 - Jocelyn](#)

Profile 3: Identity Recipe

[Profile 3 - Identity Recipe](#)

Profile 3: What Makes You Unique?

[Profile 3 - What Makes You Unique?](#)

Profile 4: Artifacts

[Profile 4 - Artifacts](#)



Self-Determination

Self-Regulation

Well-Being

Set of Profiles: Personal Awareness and Responsibility Competency

These profile descriptions include the three facets that underpin the Personal Awareness and Responsibility Competency: self-determination, self-regulation, and well-being. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE	DESCRIPTION
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1

With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize emotions. I can participate in activities that support my well-being.



2

In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.



3

I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.



4

I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.



5

I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions. I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.



Personal Awareness & Responsibility Illustrations



Profile 2: Waiting is Not Easy

[Profile 2 - Waiting is Not Easy](#)

Profile 4: Portfolio Review and Reflection

[Profile 4 - Portfolio Review & Reflection](#)

Profile 5: Alternate School Student Denied Job

[Profile 5 - Alternate School Student](#)



Contributing to
community & caring
for the environment

Solving problems in
peaceful ways

Valuing diversity

Building
relationships

Set of Profiles: Social Responsibility Competency

These profile descriptions include the four facets that underpin the Social Responsibility Competency: contributing to community and caring for the environment, solving problems in peaceful ways, valuing diversity, and building relationships. The four facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE	DESCRIPTION
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1

I am aware that other people can be different than I am.

I can interact with my friends. With some support, I can be part of a group.



2

In familiar and structured settings, I can interact with others and the environment respectfully.

I can participate in classroom and group activities to improve the classroom, school, community, or natural world. I can share my feelings and listen to others' views. I can solve some problems myself and can identify when to ask for help. With some direction, I can demonstrate respectful and inclusive behaviour, including online. I can identify when something is unfair to me or others. I can identify when others need help. I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.



3

I can interact with others and the environment respectfully and thoughtfully.

I contribute to group activities that make my classroom, school, community, or natural world a better place. I can identify small things I can do that could make a difference. I can consider others' views and express a different opinion in a peaceful way. I can identify problems and compare potential problem-solving strategies. I can demonstrate respectful and inclusive behaviour, including online. I can explain why something is unfair. I can identify when others need support and provide it. I can build and sustain relationships. I show care for elders.



4

I can take purposeful action to support others and the environment.

I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change. I can identify different perspectives on an issue. I can clarify problems, consider alternatives, and evaluate strategies. I respect differences, and demonstrate respectful and inclusive behaviour, including online. I can advocate for others. I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations.



5

I can initiate positive, sustainable change for others and the environment.

I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online. I build and sustain positive relationships with diverse people, including people from different generations. I show empathy for others and adjust my behaviour to accommodate their needs.

Social Responsibility Illustrations



Profile 2: Cleaning Up the Beach

[Profile 2 - Cleaning Up the Beach](#)

Profile 3: Downtown Eastside Service

[Profile 3 - Downtown Eastside](#)

Profile 4: Poverty

[Profile 4 - Poverty](#)



Analyze & Critique

Question & Investigate

Develop & Design

Set of Profiles: Critical Thinking Competency

These profile descriptions include the three facets that underpin the Critical Thinking Competency: analyze and critique, question and investigate, and develop and design. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE	DESCRIPTION
 1	<p>I can explore.</p> <p>I can explore materials and actions. I can show if I like something or not.</p>
 2	<p>I can use evidence to make simple judgments.</p> <p>I can ask questions, make predictions, and use my senses to gather information. I can explore with a purpose in mind and use what I learn. I can tell or show something about my thinking. I can contribute to and use simple criteria. I can find some evidence and make judgments.</p>
 3	<p>I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.</p> <p>I can ask open-ended questions, explore, gather information, and experiment purposefully to develop options. I can contribute to and use criteria. I can use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions. I can describe my thinking and how it is changing.</p>
 4	<p>I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.</p> <p>I can use what I know and observe to identify problems and ask questions. I can explore and engage with materials and sources. I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do. I can develop or adapt criteria, check information, assess my thinking, and develop reasoned conclusions, judgments, or plans.</p>
 5	<p>I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking.</p> <p>I can ask questions and offer judgments, conclusions, and interpretations supported by evidence I or others have gathered. I am flexible and open-minded; I can explain more than one perspective and consider implications. I can gather, select, evaluate, and synthesize information. I can consider alternative approaches and make strategic choices. I can take risks and recognize that I may not be immediately successful. I can examine my thinking, seek feedback, reassess my work, and adjust.</p>
 6	<p>I can examine evidence from various perspectives to analyze and make well-supported judgments and interpretations about complex issues.</p> <p>I can determine my own framework and criteria for tasks that involve critical thinking. I can compile evidence and draw reasoned conclusions. I can consider views that do not fit with my beliefs. I am open-minded and patient, taking the time to explore, discover, and understand. I can make choices that will help me create my intended impact on an audience or situation. I can place my work and that of others in a broader context. I can connect the results of my inquiries and analyses to action.</p>

Critical Thinking Illustrations



Profile 1: Magnetic Wand

[Profile 1: Magnetic Wand Exploration Pictures](#)

Profile 4: Just Jeans

[Profile 4 - Just Jeans \(questioning\)](#)

Profile 5: Portraiture

[Profile 5 - What Fills My Head?](#)





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Novelty & Value

Generating Ideas

Developing Ideas

Creative Thinking Competency Illustrations

Competency Illustrations

Profile	Title	Context	Facets
1	Plasticine Story Props and Puppets	This student has been working with Plasticine for over a month and shows no waning of interest.	Novelty and value, Generating ideas, Developing ideas
1	Free Play with Stacking Blocks	A girl came up to the teacher and asked her if she would like some "jello" she had made with stacking blocks.	Novelty and value, Generating ideas, Developing ideas
1	Building a Structure for Toy Animals	This boy and girl were playing with the small animals in the block centre.	Novelty and value, Generating ideas, Developing ideas
2	Mash-up poem based on Jack Prelutsky's "Stardines"	A class was asked to make mash-up poems based on Jack Prelutsky's <i>Stardines</i> .	Novelty and value, Generating ideas, Developing ideas
2	Lego Creations	This class was engaged in exploring 3D shapes as part of the Mathematics curriculum. The teacher gave them the story <i>Changes, Changes</i> by Pat Hutchin.	Novelty and value, Generating ideas, Developing ideas
3	Making Own Robot	Students were encouraged to choose topics for projects based on their own interests. This student chose robots.	Novelty and value, Generating ideas, Developing ideas
3	Duct Tape Wallets	This student learned to make duct tape wallets from YouTube videos and has pursued this new interest with considerable tenacity.	Novelty and value, Generating ideas, Developing ideas
3	Design for a ...	Students in a Technology Education class were asked to construct a functioning model	Novelty and value, Generating ideas

Creative Thinking Illustrations

Profile 1: Story
Workshop with
Provocations

[Profile 1 - Story
Workshop](#)

Profile 3: Genius Hour
[Profile 3 - Painting in
Genius Hour](#)

Profile 4: Speaker's
Corner Rant

[Profile 4 - Rant](#)



Political Cartoon

A Humanities class worked on determining the different perspectives of various stakeholder groups on the banning of all shark fin products in their city. Their community has a large traditional Chinese community and the ban is controversial. Students were taught about political cartoon devices and asked to create an original political cartoon that expressed one of the perspectives on the issue. The idea in this cartoon is novel in that it takes the sharks' perspective, recognizing that sharks are also a stakeholder group in the community. This student's cartoon has the potential to change perspectives and influence people's thoughts and actions, not only about the shark fin issue, but also about their definition of community.

Profile	Description	Facets
4	<p>I can get new ideas, or reinterpret others' ideas, in ways that have an impact on my peers.</p> <p>I get ideas that are new to my peers. My creative ideas are often a form of self-expression for me. I have deliberate strategies for quieting my conscious mind; e.g., walking away for a while, doing something relaxing, being deliberately playful, so that I can be more creative. I use my experiences with various steps and attempts to direct my future work.</p>	<p>Novelty and value, Generating ideas, Developing ideas</p>

CORE COMPETENCY: CREATIVE THINKING

Description of Illustration:

The class was studying their own stories; stories found in their own lives. Students were asked to create a Claymation story incorporating setting, characters, and plot. They discussed their story, planned their story, created their story then finally shared their story through Stop Motion Video.



When asked about his story Kevin responded:

"I kinda thought about me and my brother chopping down trees and then we came back home and we seen a lynx and I changed it into a bear. We have big trees at Mile 62 and half on the Alaska Highway. So I put big trees in the story and I made a bear because we have bears at our place and a bear climbed up a tree at our place so that's what I put in my video. At the end, I had the bear eating the person to make something interesting in the movie and sometimes I'm scared they might eat me when I'm chopping wood."

KL, CM Finch Elementary, Mrs. McCharles

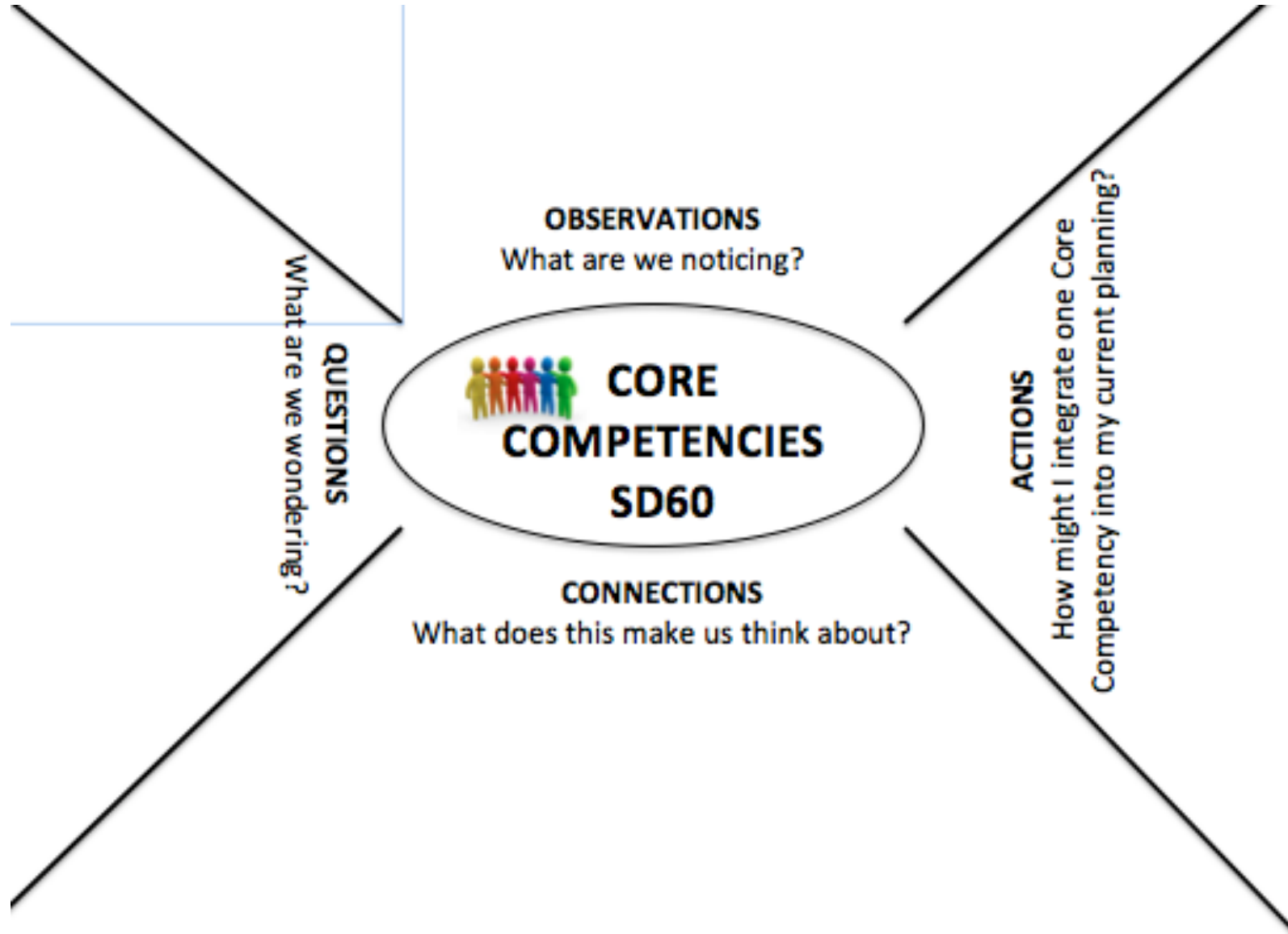
Profile	Description	Facets
3	I can get new ideas in areas in which I have an interest and build my skills to make them work. I generate new ideas as I pursue my interests. I deliberately learn a lot about something; e.g. by doing research, talking to others, or practicing, so that I am able to generate new ideas about it, or the ideas just pop into my head. I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.	Novelty and value, Generating ideas, Developing ideas

The Core Competencies



Design Thinking...

- Observations: what are we noticing?
- Connections: what does this make us think about?
- Questions: what are we wondering about?
- Actions: what can we try?



The Big Ideas



A big idea...

is a statement that is
important to one's
understanding in an area
of learning
is broad and abstract
contains two or more key
concepts
is generally timeless
is transferable to other
situations

Social Studies Big Ideas:

- **Grade 1:** communities consist of people from diverse cultures, backgrounds and perspectives
- **Grade 5:** the development of natural resources has shaped the economy of different regions of Canada
- **Grade 9:** values shape political, social and cultural identities



Grade 2 Big Ideas - SS

The image is a screenshot of a website for Social Studies, specifically for Grade 2. The website has a dark teal background with a repeating pattern of the word 'DRAFT' in a lighter shade. At the top, there is a navigation bar with four tabs: 'HOME', 'CORE COMPETENCIES', 'CURRICULUM DRAFTS', and 'ASSESSMENT'. The 'CORE COMPETENCIES' tab is currently selected. Below the navigation bar, the main heading 'Social Studies' is displayed in a large, white, sans-serif font. To the right of the heading, the grade levels 'K 1 2 3 4 5 6 7 8 9' are listed, with the number '2' being significantly larger and bolder than the others. Below the heading and grade levels, there are two rows of buttons. The first row contains 'Social Studies Overview' and 'Goals and Rationale' on the left, and 'Download: English Français' on the right. The second row features three large, white, upward-pointing triangles, each containing a letter: 'C' for 'Communication', 'T' for 'Thinking', and 'PS' for 'Personal & Social'. Below these triangles, the words 'Communication', 'Thinking', and 'Personal & Social' are written in a smaller, white, sans-serif font. The main content area is titled 'Core Competencies' in a large, white, sans-serif font, preceded by a small icon of three upward-pointing triangles. Below this title, there are four large, white, circular bubbles. The first bubble on the left is titled 'Big Ideas' in a large, white, sans-serif font, preceded by a small icon of three circles. The other three bubbles contain text describing the big ideas: 'An individual's identity reflects the different communities, both local and global, to which they belong.', 'Local actions have global consequences, and global actions have local consequences.', and 'Communities have a variety of systems and structures for meeting their needs.' The fourth bubble, located at the bottom left, contains the text 'Communities are interconnected with their natural environment'.

HOME CORE COMPETENCIES CURRICULUM DRAFTS ASSESSMENT

Social Studies

K 1 **2** 3 4 5 6 7 8 9

Social Studies Overview Goals and Rationale

Download: English Français

Core Competencies

C Communication
T Thinking
PS Personal & Social

Big Ideas

- An individual's identity reflects the different communities, both local and global, to which they belong.
- Local actions have global consequences, and global actions have local consequences.
- Communities have a variety of systems and structures for meeting their needs.
- Communities are interconnected with their natural environment

Grade 2 Learning Standards - SS

Learning Standards

Curricular Competencies

Students will develop competencies needed to be active, informed citizens:

- ▶ Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- ▶ Explain how and why people, events, and places are significant (significance)
- ▶ Ask questions and make inferences about the content and features of different types of sources (evidence)
- ▶ Distinguish between things that have changed and things that have stayed the same, and explain why some things change and others stay the same (continuity and change)
- ▶ Recognize causes and consequences of an event, decision, or development in their lives (cause and consequence)
- ▶ Examine reasons (e.g., beliefs, values, worldviews) why people have different perspectives on people, places, issues, and events (perspective)
- ▶ Make a value judgment about an event, decision, or action in their lives (ethical judgment)

Concepts and Content

Students will know and understand the following concepts and content related to Regional and Global Communities:

- ◆ the diverse characteristics of communities and cultures in Canada and around the world, including at least one Aboriginal community and culture
- ◆ different perspectives on and methods for meeting needs and wants in their community and others
- ◆ diverse features of the environment in other parts of Canada and the world
- ◆ rights and responsibilities of students as British Columbians and Canadians
- ◆ responsibilities of global citizenship
- ◆ relationships between people and environment in different communities

Flexible Learning Environments

Instructional Examples

Student Supports

Aboriginal Education

Science

K 1 2 3 4 5 6 7 8 9

[Science Overview](#)[Goals and Rationale](#)

Download:

[English](#)[Français](#)

Core Competencies

C

Communication

T

Thinking

PS

Personal & Social

Big Ideas

Humans live in constant interaction with micro-organisms.

An element's properties are related to the arrangement and energy of its electrons and to its atomic size.

The interaction of electrons allows atoms of different elements to form compounds.

The four fundamental forces govern the interactions of matter.

Quantum theory is based on electromagnetic radiation behaving like both a particle and a wave.

Earth is composed of four interacting spheres through which matter cycles.

Learning Standards

Curricular Competencies

Students will be able to inquire by

Questioning and predicting

- ▶ Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest
- ▶ Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world
- ▶ Formulate multiple hypotheses and predict multiple outcomes

Planning and conducting

- ▶ Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data
- ▶ Assess risks and address ethical issues associated with their proposed methods
- ▶ Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data

Processing and analyzing data and information

- ▶ Seek and analyze patterns, trends, and connections in data, including describing relationships between variables and identifying inconsistencies
- ▶ Use knowledge of scientific concepts to draw conclusions that are consistent with evidence

Evaluating

- ▶ Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions
- ▶ Describe specific ways to improve their investigation methods and the quality of the data
- ▶ Evaluate the validity of and limitations of a model or analogy in relation to the phenomenon modelled

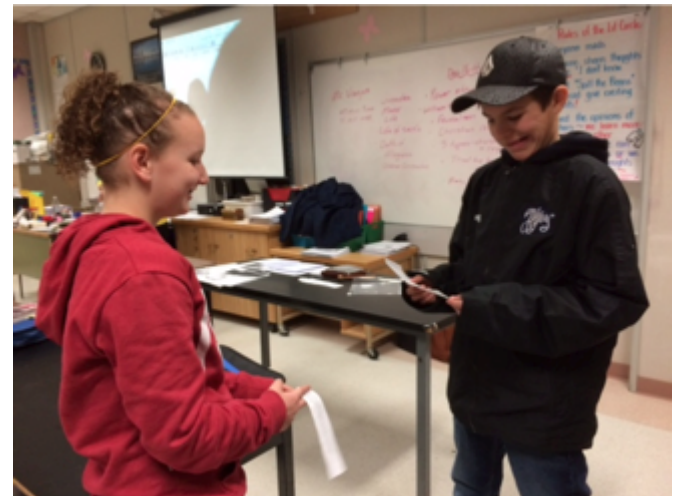
Concepts and Content

Students will know and understand the following concepts and content

- ◆ the impact of micro-organisms in their body
 - viruses and bacteria
 - microbiomes
 - basic functions of the immune system
 - vaccination
 - antibiotics
- ◆ element properties as organized in the periodic table
- ◆ the fundamental forces
 - gravitation
 - electromagnetism
 - weak nuclear force
 - strong nuclear force
- ◆ the electromagnetic spectrum
 - types of radiation
 - wave-particle duality of photons
 - energy transmission (quanta)
- ◆ the carbon cycle
- ◆ forms of carbon
- ◆ the nitrogen cycle
- ◆ hazardous chemicals
- ◆ the interactions between the lithosphere, atmosphere, biosphere, and hydrosphere

Curious Quote Swap

1. Choose a quote.
2. Stand and find someone with a different quote from a different table.
3. Partner 1 reads quote and both discuss.
4. Partner 2 reads quote and both discuss.
5. Swap quotes.
6. Repeat.



Links for Curriculum

Open browser and type in following url:

<https://curriculum.gov.bc.ca>

Link for Big Idea Search:

<https://curriculum.gov.bc.ca/continuous-view>

The Work Continues...

continue to refine competency profiles
provide resources & support
revisions to K-9 according to feedback
more clarity & definition but maintain BIG
ideas to allow for inquiry, exploration,
personalization

SS topics revisited

career education through the grades

increase environmental topics

more Aboriginal content in all subject areas

Grades 10-12 prototype-feedback requested
assessment & reporting

2015-2016

- 3 Working Sessions with Sharon Jeroski, tentative first date October 15/16
- Collaboration Grants – application, inquiry based



District Commitment



I will commit to the following for all working groups:

- Create a Google folder for our work together
- Plan well organized working sessions with Sharon
- Visit classrooms upon request to view competencies in action – sharing thoughts and ideas together
- Answer questions, brainstorm, collaborate as needed
- Provide supplemental readings and resources
- Provide tools for you to share with your school staffs

Planning - Commitment

What is the first Core Competency you think you will work hard to integrate?

What lesson/unit/project could it work into?

What evidence will you gather?
(student sample, artifact, photo, video etc.)



Share your commitment!!



Thank you!

