The introduction to BC’s redesigned curriculum describes how the focus on the development of core competencies and a concept-based approach work together to support learning in your classroom.

These approaches complement each other through their common focus on actively engaging your students. Both deep learning and the development of competencies are best achieved through “doing” a subject than by passively listening or reading about it. By integrating both into your planning and teaching, you will be engaging students in authentic tasks that connect learning to their real world.

Planning with the Know-Do-Understand (KDU) Model

You will be planning instruction and assessment using the three components of the curriculum model—content, curricular competencies and big ideas. Used alone or in any combination, they are what students are expected to Know, Do, and Understand. The connection between these components and the Core Competencies are what will drive deep learning in your classroom.
Flexible Learning Environments

The curriculum presents what your students are expected to Know, Do and Understand. These are what students are expected to achieve for each grade level and area of learning. How students arrive at these expectations, however, is not prescribed. Rather, it is up to you as the educator to shape how the learning standards and the Big Ideas will be reached in your classroom.

The curriculum is an enabling framework for you to use when planning your program instruction and assessment. Beginning with the learner in mind, it provides direction to design unique learning opportunities specific to your students’ learning needs and interests, and that capitalize on your unique location in the province.

You may be asking yourself, with this flexible curriculum model, how do I begin? This document will provide examples of how teachers in British Columbia have been engaging with the new curriculum to plan for their classes. As you are looking at these examples, consider how they might connect to your own way of thinking and be used to plan for your students.
Unpacking the Curriculum

When planning, it is important to begin with a broad understanding of the curriculum—and its goals and rationale should be your starting point. Here you will learn about the intention of the redesigned curriculum for each area of learning. While it might be tempting to jump right into your content learning standards, this deeper understanding will enable you to combine all of the curricular elements and embed proficiencies of the core competencies in a way that develops deep and transferable understanding.

This video will help you understand some of the differences between the previous and redesigned curriculum. The teacher explains how the curricular elements work together using the KDU model, and how assessment provides varied and multiple opportunities for learners to demonstrate their learning.

What do my students need to Know and Do?

How will these work together to build Understanding of the Big Ideas?

How can I align my assessment to fit with the redesigned curriculum?

Video link coming soon.
You may be unsure about the Curricular Competencies and Content learning standards you will be using—*How far do I take the idea? What does it mean?* To help clarify, elaborations have been added—just hover your mouse over the blue font on the screen. Some elaborations provide definitions of the terms being used. Others, like this elaboration from grade 5 Social Studies provides a sample activity and a key question related to a curricular competency. Elaborations can be helpful suggestions but are not learning standards.

**Sample activity:**
- Create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada

**Key question:**
- What are some key differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today?
Sometimes the best way to become familiar with a new curriculum is to roll up your sleeves and get messy. In this example, teachers printed the Big Ideas for the multiage classes they were teaching. Working as a team, they looked for connections that could be used as a bridge across the two grades. While the example is for two grades, this sorting approach would be useful whether you are planning for a single or a multiage class, or with a disciplinary or interdisciplinary focus.

There isn’t one right way to do this...What different connections can I make that would be best for my students? How can I use these so students understand how their learning is related and to build a deeper understanding?

Team planning! That’s the way to go. Working with my partner and our teacher-librarian would make planning easier for everyone.
Planning Your Learning Experiences

Ready to plan? The following examples from around the province will help you get started whether you're planning learning experiences for a single lesson, a unit or your whole year.

Templates can be useful when planning. The fields help you to focus on and integrate the elements that need to come together. The first template focuses on the Art curriculum in an intermediate classroom. The second, for grade 3 Science, includes thought bubbles that help to explain the thinking the teacher went through while planning. The final example has a primary science/art focus and shows that the teacher continues to reflect on their completed plan—revising to extend and deepen the learning for their students.

Template 1

How can I personalize a template to reflect my way of thinking and doing things?

What template design will support the development of assessment for and as learning?

Template 2

Template 3
Starting Points in Planning

You've successfully navigated to the grade and areas of learning you'll be teaching, but perhaps you have wanted to find a reference to a learning standard in another grade or discipline. Instead of clicking from screen to screen, a search tool has been developed (See: curriculum.gov.bc.ca/curriculum/search). This tool provides an easy way to find and save a search of the elements you want within an individual grade or area of learning, or across the entire curriculum. You might use this search tool to view all the learning standards for the grade, or to see how a particular concept is developed across the grades throughout the curriculum. In this example, the teacher has captured big ideas across all areas of learning for a multiage classroom.

I'm interested in an interdisciplinary approach so how can I use this tool for my planning?

How can it help me understand how a concept develops throughout the curriculum?
Inquiry or other question-based approaches encourage curiosity and enhance engagement in the exploration. This video was developed to show how you might get started with inquiry in science.

What rich question would excite my students and allow them to learn through their own investigation?

How could I use our unique location in the province to turn that inquiry into a place-based exploration?
You might be thinking about developing an interdisciplinary theme for your class. Planning for this should begin by looking at all of the Big Ideas and learning standards. This will help you identify a crosscutting lens reflected in your areas of teaching. In this example, interactions, power and change were selected as unifying lens to be explored over the course of a year in a multiage 6–7 classroom.

**Interdisciplinary Crosscutting Lens**

**Interactions** Nothing functions independently; all things interact and are affected by each other

**Power** In nature and society there is a struggle for dominance

**Change** All aspects of the natural and social world are fluid and in flux

I need to remember that I can start small with this idea if I want to.

What theme emerges from my curriculum?

How can I use this approach to develop shared understandings across the curriculum and support students as they personalize their learning?
Assessment is rooted in the curriculum and shows how the core competencies are reflected. The Ministry website includes teacher created student profiles linked to each of the Core Competencies. In this example you will see the questions students developed related to the manufacturing of jeans in sweatshops. The collection of student illustrations in the Profiles can help you understand phases of growth and identify assessment opportunities.
Your classroom assessment is an entwined and ongoing part of the learning cycle. In this grade 2 classroom example, the teacher has students exploring how increasing patterns can be represented in math. Here the teacher has linked assessment questions to the curricular competencies that will be used—providing a structure for students to demonstrate their understanding of the content through the doing of the curricular competencies.

### Assessment
Demonstrating understanding of content through the curricular competencies

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Questions to ask to uncover the know and understanding:</th>
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<tbody>
<tr>
<td>Curricular Competencies</td>
<td></td>
</tr>
<tr>
<td>Reasoning and Analyzing</td>
<td>• How do you know the pattern is increasing?</td>
</tr>
<tr>
<td>Understanding and Solving</td>
<td>• Explain your reasoning.</td>
</tr>
<tr>
<td>Communicating and Representing</td>
<td>• What strategies did you use to create the increasing pattern?</td>
</tr>
<tr>
<td>Connecting and Reflecting</td>
<td>• Describe and compare strategies you used to represent the increasing pattern you created.</td>
</tr>
<tr>
<td>Reasoning and Analyzing</td>
<td>• How would you express and describe the increasing pattern?</td>
</tr>
<tr>
<td>Understanding and Solving</td>
<td>• How would you interpret relationships through various representations?</td>
</tr>
<tr>
<td>Communicating and Representing</td>
<td>• Explain how you used technology to communicate and represent your thinking.</td>
</tr>
<tr>
<td>Connecting and Reflecting</td>
<td>• Explain how you visualized and proved the pattern increases. How did visualizing help you?</td>
</tr>
<tr>
<td>Reasoning and Analyzing</td>
<td>• What connections did you make?</td>
</tr>
<tr>
<td>Understanding and Solving</td>
<td>• Reflect and identify the relationships represented.</td>
</tr>
</tbody>
</table>

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