

Starting Points in Planning

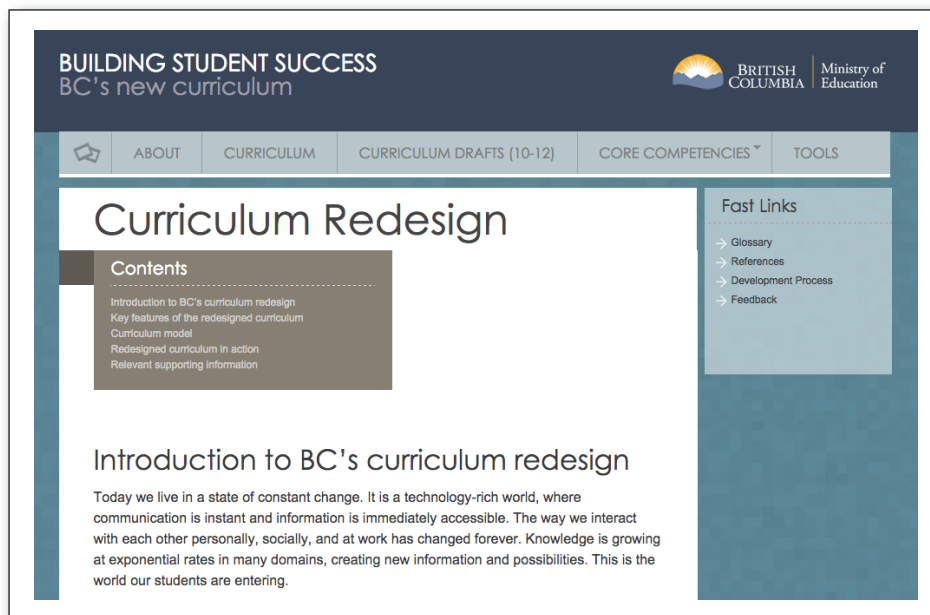
From a BC Teacher's Perspective



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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.

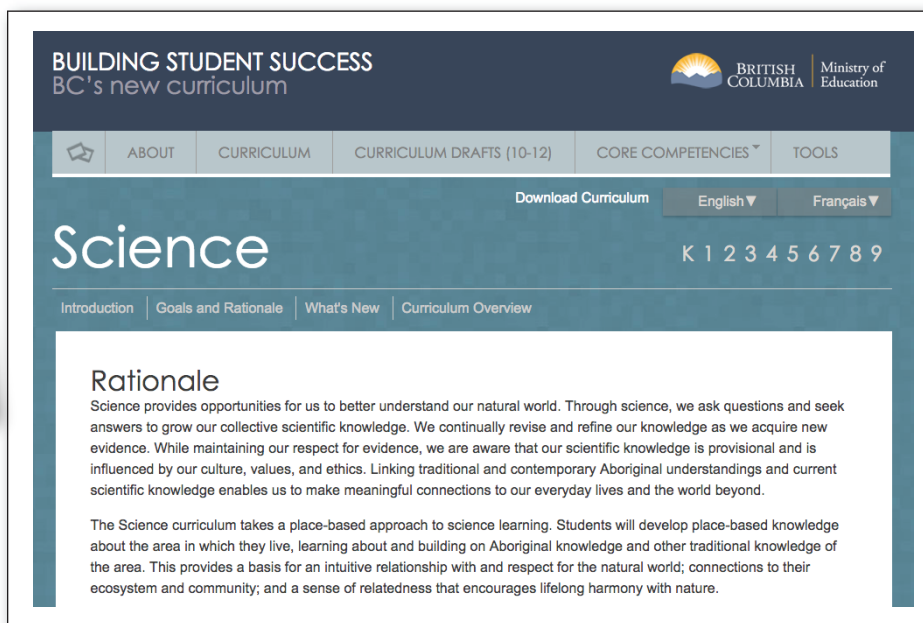


You may be asking yourself, *with this flexible curriculum model, how do I begin?* This document will provide examples of how teachers in British Columbia have been engaging with the new curriculum to plan for their classes. As you are looking at these examples, consider how they might connect to your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

Unpacking the Curriculum

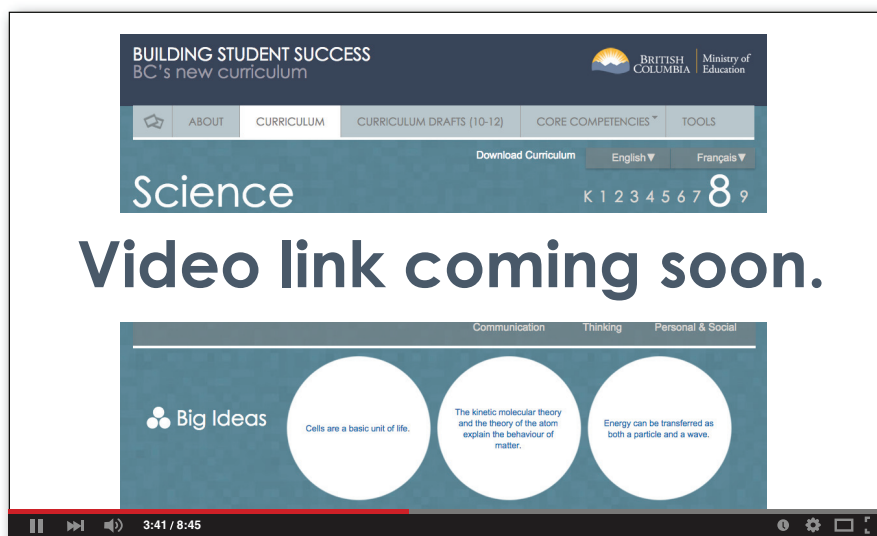
When planning, it is important to begin with a broad understanding of the curriculum—and its goals and rationale should be your starting point. Here you will learn about the intention of the redesigned curriculum for each area of learning. While it might be tempting to jump right into your content learning 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.

What do my students need to know and do?



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.

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



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

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.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- ▶ Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- ▶ Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
- ▶ **Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present**
- ▶ Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)
- ▶ Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations
- ▶ Make ethical judgments and consider the consequences of actions in appropriate ways

Content

Students are expected to know the following:

- ◆ the changing nature of Canadian immigration over time

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?

What elaborations have been provided in the areas I'm teaching?

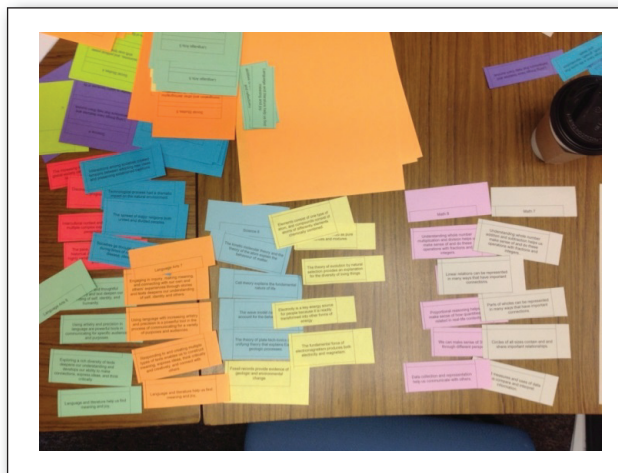
Where am I still uncertain?

How can I get the additional clarification I need?

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.

Title of Lesson or Unit: Personality "Preserves"

Type: ☐ Primary ☒ Intermediate ☐ Graduation ☐ Other

Big Idea(s): select one or two of the Big Ideas from the curriculum.

Individual expression can be achieved through the Visual Arts.

The Visual Arts is a unique language for creating and communicating

Visit <https://curriculum.gov.bc.ca> to view the most recently published Arts Education drafts.

Curricular Competencies: What students will DO	Concepts & Content: What students will KNOW
<p>Students will be able to use the following creative process(es) to create and respond to art:</p> <ul style="list-style-type: none"> Intentionally select and apply materials and techniques by combining and arranging elements, processes, and principles Demonstrate an understanding and appreciation of personal, social, and possibly cultural contexts in relation to visual arts Take creative risks to express feelings, ideas, and experiences Describe, interpret, and respond to works of art 	<p>Students will know the following concepts and content:</p> <ul style="list-style-type: none"> manipulation of elements, principles, and design strategies to create mood and convey ideas (selection will vary according to student choice of materials and processes) materials and technologies to support the creative process national works of art from the prairies (the work of Aganetha Dyck, a renowned Canadian artist)

Materials & Technologies	Pre-Class Preparation
<p>Students will use the following materials, tools, equipment:</p> <ul style="list-style-type: none"> glass paints or other paints suitable for decorating on canning jars and lids canning jars, canner, single burner, lids, etc. to do waterbath canning a variety of materials chosen by students to decorate the jars an assortment of "found objects" and other materials collected by students to fill their jars 	<p>The teacher will need to make the following preparations prior to the class:</p> <ul style="list-style-type: none"> create a slideshow presentation to showcase Aganetha Dyck and her work to the class; you may need to refer to Copyright Matters: Some Key Questions & Answers for Teachers research proper waterbath canning methods if necessary

Resources & References

<http://www.aganethadyck.ca/>
<http://www.gibsongallery.com/artists/aganetha-dyck>

INSTRUCTIONAL TOOLS TO SUPPORT CURRICULUM 21

Big Idea: Living things and their environment are interdependent.

Know: Plants, animals, and fungi in their local ecosystems

Understand: Interdependence: living things and their environment

Do: Question, Predict, Plan, Conduct, Process, Analyze, Evaluate, Communicate, Reflect, Personal and Social

I included know (content)/understand (big idea) and do (curricular and core competencies) under the big idea to help guide the inquiry

Engage: Word Sort: students give events, cut them out, and place into self-identified categories

Explore: Tiered activity approach for Grade 3 Science concept: Animals, Plants and Fungi in local ecosystem (see Differentiated Instruction example on following page)

Explain: Students in multi-tiered groups can share their findings with each other. Choose 3 key points to share with the class.

Expand: Choose one project to work on in a group (see below)

Evaluate: Formative: Questions, journals, outlines, observations, guided questions for discussions, peer evaluations, self-assessments, and group evaluations. Summative: portfolios, presentations, poem, letters, webpages, graphs, poster, skits, reports, tests

I used the SE constructivist model as an instructional design

PROJECT BASED: Brainstorm ideas around local ecosystems with the students to identify possible topics. Here is a list of ecosystems in BC for project topics ideas: <http://www.bcgov.ca/education/grades3-5/grades3-5-ecsystems.pdf>

Next, sort the ideas into categories/topics. Each student group can choose one project to focus on. The teacher facilitates opportunities for goal setting, task identification, and timelines. Also, each group can propose a product. Criteria can be co-created and based on competencies (curricular and core). Resources, classroom organization (groups or individual), and teaching instruction that may be required should also be considered.

I tried to incorporate the importance of flexibility since it is vital that project planning is flexible and based on student interest.

Tip for project-based learning: (Sells, 2011; Zhou, 2012)

- ✓ Brainstorm ideas around the big ideas and content with the class
- ✓ Sort and group the ideas so students can see potential projects (could sort based on regions/ecosystems, a threat to the ecosystem, etc)
- ✓ Topic webs are also helpful to identify interdisciplinary connections
- ✓ Goal setting and task identification help to keep students focused

Figure 8. Sample plan 2. Grade 3 science (ecology)

Template 1

Template 2

Area of Focus: Science / Art Education

Big Idea: K-Seasonal changes - the "landscape" observable pattern - snow + water changes

Curricular Competencies	SD48 Student Competencies	SD48 Pathways to Learning: Strategies	Resources:
<p>Observe (questioning) record (planning/collecting) create (communicate) reflection (journal)</p>	<p>SD48 Student Competencies</p> <ul style="list-style-type: none"> Create and Innovate Think Critically Contribute Collaborate Learn 	<p>SD48 Pathways to Learning: Strategies</p> <ul style="list-style-type: none"> Collaboration Engagement Play and Exploration Purpose and Authenticity Technology 	<p>YouTube - Simon Beck Google - Andy Goldsworthy Talem - Deanna Leard Hall books - Aboriginal Legends Nature (leaves - rocks etc) medium (charcoal - journals - pencils -)</p>
<p>Concepts and Content</p> <p>Students will understand:</p> <ul style="list-style-type: none"> drama - role character local art/artists local weather/patterns 	<p>Tasks:</p> <ul style="list-style-type: none"> - journal - art - writing/representing - create drama representation +/or visual based on env. +/or Aboriginal - oral language - observing + recording +/or to see patterns - listen to Legends - reading/viewing 	<p>Assessment: How will you know?</p> <ul style="list-style-type: none"> - final presentation to D. Lewis (drama/visual) - oral language/ create + innovate rubric 	<p>What's Next?</p> <ul style="list-style-type: none"> - extend to Storytelling
<p>Inclusion/Adaptations</p> <ul style="list-style-type: none"> - Partner with peer - reduce volume of work (art projects) - adjust request to 	<p>Success Criteria (set with students)</p> <ul style="list-style-type: none"> I liked because... I wonder... I noticed... <p style="font-size: x-small;">peer assessment feedback</p> <p style="font-size: x-small;">Principles of Learning: active participation, varied ways + differentiated</p>	<p>Reflection</p> <p>How could technology be used to share the art/photos? Can you broaden the audience?</p> <p>How could the ultimate "task" be designed for an authentic mission?</p>	

Template 3

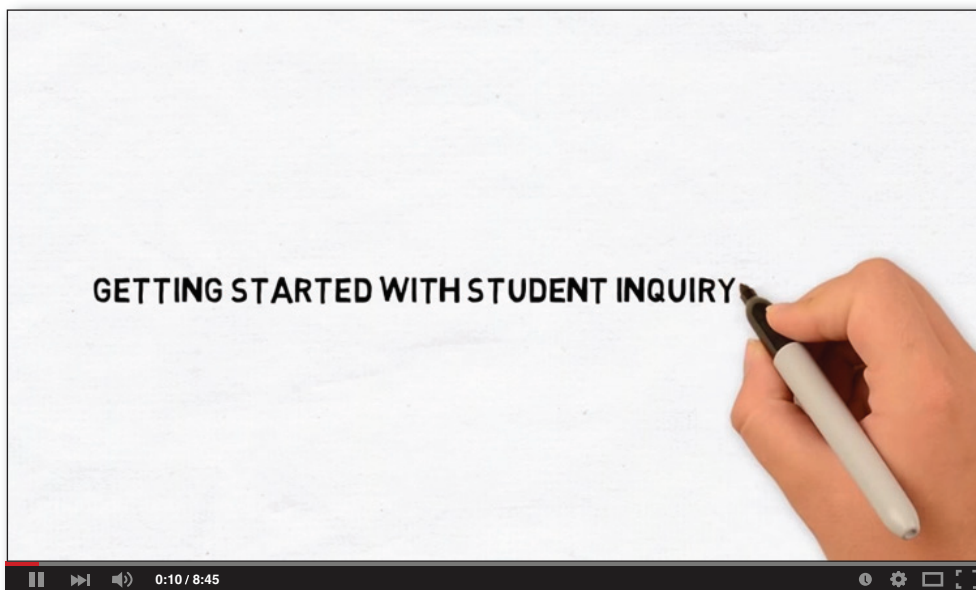
You've successfully navigated to the grade and areas of learning you'll be teaching, but perhaps you have wanted to find a reference to a learning standard in another grade or discipline. Instead of clicking from screen to screen, a search tool has been developed (See: curriculum.gov.bc.ca/curriculum/search). 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.

Big Ideas	
English Language Arts 4 Big Ideas	<p>Language and text can be a source of creativity and joy.</p> <p>Exploring text and story helps us understand ourselves and make connections to others and to the world.</p> <p>Listening carefully helps us learn.</p> <p>Text can be understood from different perspectives.</p> <p>Using language in creative and playful ways helps us understand how language works.</p> <p>Combining different texts and ideas allows us to create new understandings.</p> <p>Texts are created for different purposes and audiences.</p>
Social Studies 4 Big Ideas	<p>The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</p> <p>Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.</p> <p>Demographic changes in North America created shifts in economic and political power.</p> <p>British Columbia followed a unique path in becoming a part of Canada.</p>
English Language Arts 5 Big Ideas	<p>Language and text can be a source of creativity and joy.</p> <p>Exploring text and story helps us understand ourselves and make connections to others and to the world.</p> <p>Listening carefully helps us learn.</p> <p>Text can be understood from different perspectives.</p> <p>Using language in creative and playful ways helps us understand how language works.</p> <p>Combining different texts and ideas allows us to create new understandings.</p> <p>Texts are created for different purposes and audiences.</p>

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 lenses 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*

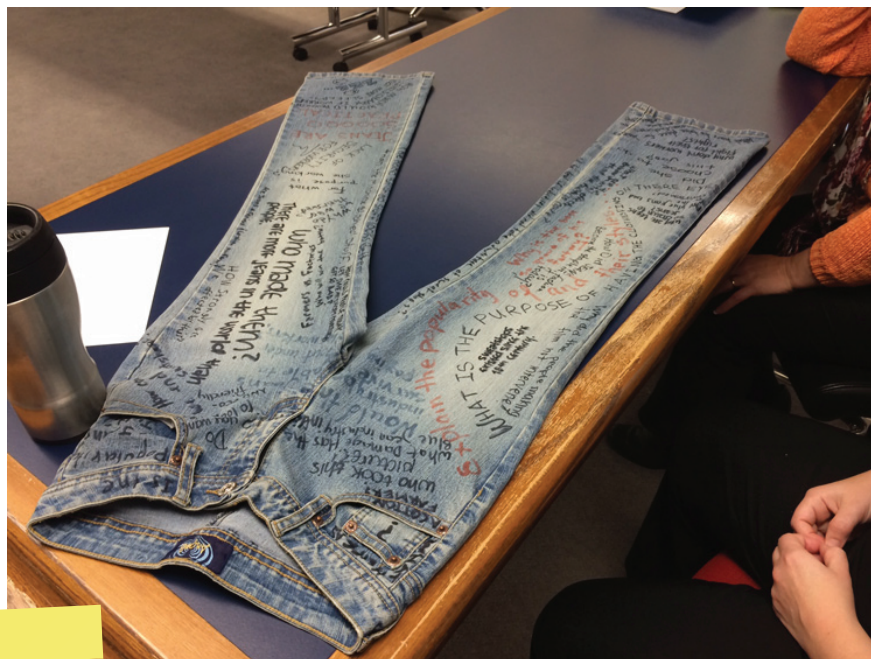


I need to remember that I can start small with this idea if I want to.

What theme emerges from my curriculum?

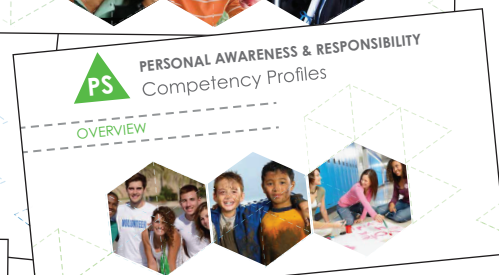
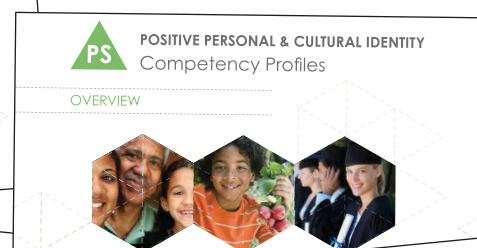
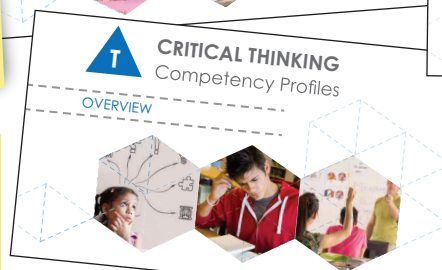
How can I use this approach to develop shared understandings across the curriculum and support students as they personalize their learning?

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.



How will I plan assessment opportunities that reflect a wide variety of ways for my students to show their learning?

How can I design assessment that gets at deep learning and understanding, and ensures that my students are involved in the process?



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.

How can students use the core competency profiles for self-assessment?

How can I use questions such as these to give my students ongoing feedback and make sure my assessment and instruction are part of the same cycle?

Assessment

Demonstrating understanding of content through the curricular competencies

Choose one or more of the following to assess depending on the context of your class.

Curricular Competencies

The students will develop the following curricular competencies to become mathematical thinkers and problem solvers by:

Reasoning and Analyzing

- Use reasoning and logic to explore and make connections

Understanding and Solving

- Use multiple strategies to engage in problem solving (e.g., visual, oral, role-play, experimental, written, symbolic)
- Develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving
- Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community

Communicating and Representing

- Communicate in many ways (concretely, pictorially, symbolically, and by using spoken or written language to express describe, explain, and apply mathematical ideas)
- Describe, create, and interpret relationships through concrete, pictorial, and symbolic representations
- Use technology appropriately to explore mathematics, solve problems, record, communicate, and represent thinking

Connecting and Reflecting

- Visualize and describe mathematical concepts
- Connect mathematical concepts to each other and make mathematical connections to the real world (e.g., in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration)

Questions to ask to uncover the know and understanding:

- How do you know the pattern is increasing?
- Explain your reasoning.
- What strategies did you use to create the increasing pattern?
- Describe and compare strategies you used to represent the increasing pattern you created.
- How would you express and describe the increasing pattern?
- How would you interpret relationships through various representations?
- Explain how you used technology to communicate and represent you thinking.
- Explain how you visualized and proved the pattern increases. How did visualizing help you?
- What connections did you make?
- Reflect and identify the relationships represented.

Acknowledgements

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