



Starting Points in Planning

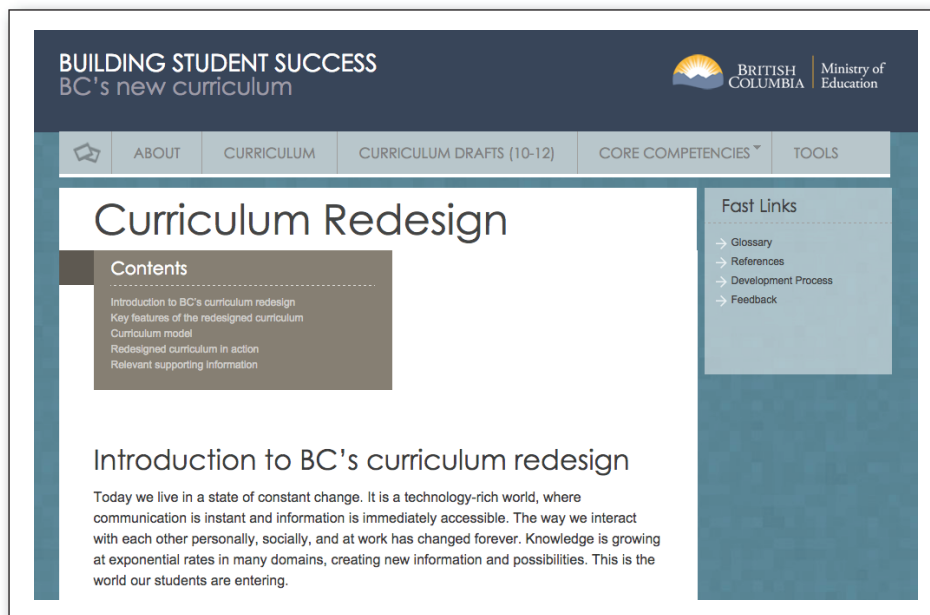
From a BC Teacher's Perspective



Starting Points in Planning

From a BC Teacher's Perspective

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



These features complement each other through their common focus on actively engaging your students. Deeper learning is best achieved through “doing” rather than through passive listening or reading. By integrating both features 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 is what will drive deep learning in your classroom.

Flexible Learning Environments

The curriculum presents what your students are expected to know, do and understand for each grade level and area of learning. *How* students meet these expectations, however, is not prescribed. Rather, it is up to you as the teacher to shape how the learning standards are met and the Big Ideas are understood in your classroom.

The curriculum is an enabling framework for you to use when planning your program instruction and assessment. It provides direction for designing unique learning opportunities that are specific to your students' learning needs and interests, and that capitalize on your specific location in the province.



You may be asking yourself, *with this flexible curriculum model, how do I begin?* This guide will provide you with 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 with 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. Its goals and rationale should be your starting point. In this section, you will learn about the redesigned curriculum's intention for each area of learning. While it might be tempting to jump right into your content learning standards, having a broad understanding will enable you to combine all of the curricular elements and embed proficiencies of the Core Competencies in ways that support deep and transferable learning.

What do my students need to know and do?

The screenshot shows the 'Science' page for grades K-9. The page title is 'Science' and it includes a navigation menu with 'Introduction', 'Goals and Rationale', 'What's New', and 'Curriculum Overview'. The 'Rationale' section is visible, explaining that science provides opportunities to better understand the natural world and that the curriculum takes a place-based approach to science learning.

The video below will help you understand some of the differences between the previous curriculum and the redesigned one. A teacher explains how, in the KDU model, the curricular elements work together, and 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?

The video player shows the same 'Science' page as the screenshot above, but with the 'Core Competencies' and 'Big Ideas' sections highlighted. The 'Core Competencies' section shows three triangles labeled 'C' (Communication), 'T' (Thinking), and 'PS' (Personal & Social). The 'Big Ideas' section shows three circles with text: 'Cells are a basic unit of life.', 'The kinetic molecular theory and the theory of the atom explain the behaviour of matter.', and 'Energy can be transferred as both a particle and a wave.'

Elaborations

If you are unsure about the Curricular Competencies and Content learning standards you will be using, you may be asking yourself questions like *How far do I take the idea?* and *What does it mean?* Elaborations, which appear when you hover your mouse over the blue font on the screen, will help. Some elaborations provide definitions of the terms being used. Others, like this elaboration from Grade 5 Social Studies, provide a sample activity and a key question related to a Curricular Competency. It's important to note, though, that while elaborations can be helpful suggestions, they are not learning standards.

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

What am I still uncertain about?

How can I get the additional clarification I need?

The screenshot shows a 'Learning Standards' page with two main sections: 'Curricular Competencies' and 'Content'. The 'Curricular Competencies' section lists several skills, with one highlighted in blue: 'Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present'. A callout box points to this highlighted text, containing a sample activity and a key question. The 'Content' section lists 'the changing nature of Canadian immigration over time' as a standard, with a sample activity and key question also highlighted in blue. An orange arrow points from the callout box to the 'Sample activity' and 'Key question' items in the callout box.

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?

Planning Your Learning Experiences: Examples

Ready to plan? The following examples from teachers 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 you are planning, helping you to focus on the elements that need to come together. Template 1 focuses on the Art curriculum in an Intermediate classroom. Template 2, for Grade 3 Science, includes thought bubbles that help to explain the thinking the teacher went through while planning. Template 3 has a Primary Science/Art focus and shows that the teacher continues to reflect on the completed plan, revising to extend and deepen students' learning.

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.

What students will UNDERSTAND

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

Curricular Competencies: What students will DO

Students will be able to use the following creative processes to create and respond to art:

- 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

Concepts & Content: What students will KNOW

Students will know the following concepts and content:

- 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

Students will use the following materials, tools, equipment:

- 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

Pre-Class Preparation

The teacher will need to make the following preparations prior to the classes:

- 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, Transfer, Persevere and Extend

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

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

Explain: Students in multi-tiered groups can share their findings with each other. Choose 1 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, poems, letters, weblogs, graphs, posters, skits, reports, tests

PROJECT BASED: Brainstorm ideas around local ecosystems with the students to identify possible topics. This is a list of occupations to BC for project topic ideas: <http://www2.gov.bc.ca/gov/site/index.aspx?lang=eng>

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 used the SE instructional model as an instructional design

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

Tips for project-based learning (Gallo, 2012; Zhou, 2012):

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

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

Template 1

Template 2

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 of learning?

Area of Focus: Science / Arts Education

Big Idea: Seasonal changes - observable pattern - chu + landscape - observable pattern - chu + landscape - observable pattern

Curricular Competencies

Observe (questioning)
 record (planning/collecting)
 create (communicate)
 reflection (journal)

Concepts and Content

Students will understand:
 drama - role character
 local art/artists
 local weather/patterns

SD48 Student Competencies

- Create and Innovate
- Think Critically
- Contribute
- Collaborate
- Learn

SD48 Pathways to Learning: Strategies

- Collaboration
- Engagement
- Play and Exploration
- Purpose and Authenticity
- Technology

Tasks:

- journal - art
- writing/representing
- create drama representation +/or visual based on env. +/or Aboriginal - oral language
- observing + recording +/to see patterns
- listen to Legends - reading/viewing

Assessment: How will you know?

- Final presentation (drama/visual)
- oral language/ create + innovate rubric

Resources:

- youtube - Simon Beck
- google - Andy Goldsworthy
- Totem - Deanne Lewis Hall
- books - Aboriginal Legends
- Nature (leaves + rocks etc)
- medium (charcoal + journals + pens + ...)

Reflection

What's Next?
 - extend to storytelling

Inclusion/Adaptations

- Partner with peer
- reduce volume of work (cont project)
- adv to support +

Success Criteria (set with students)

- I liked because...
- I wonder...
- I noticed...

Principles of Learning: active participation, varied ways + differentiate

How could technology be used to share the art + stories? Can you broaden the audience?

How could the ultimate "task" be designed for an authentic purpose?

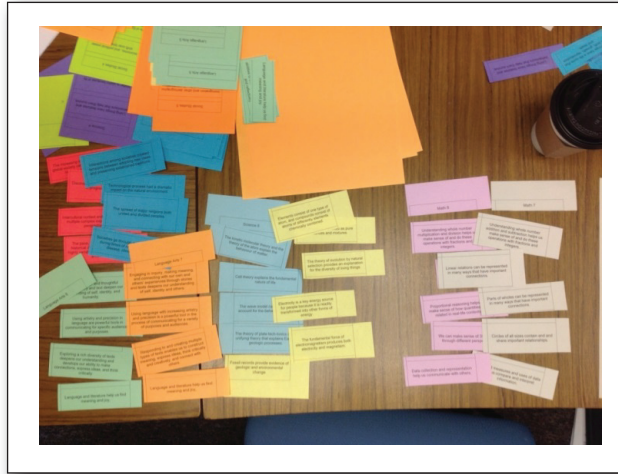
Template 3

Getting Messy

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 multi-grade 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 multi-grade 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 to support deeper learning and to help them understand how their learning is related?

*Team planning!
That's the way to go.
Working with my partner and our teacher-librarian would make planning easier for everyone.*



The Search Tool

If you've successfully navigated to the grade and areas of learning you'll be teaching and you want to find a reference to a learning standard in another grade or area of learning, you can use the search tool instead. The search tool provides an easy way to find and save the elements you want within an individual grade or area of learning, or across the entire curriculum. You may use the 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 the example below, the teacher has captured Big Ideas across all areas of learning for a multi-grade classroom.

BUILDING STUDENT SUCCESS
BC's new curriculum

BRITISH COLUMBIA Ministry of Education

ABOUT CURRICULUM CURRICULUM DRAFTS (10-12) CORE COMPETENCIES TOOLS

Search Curriculum

Type

Select All

- Big Ideas
- Content
- Curricular Competency

Subject

- Science
- English Language Arts
- Arts Education
- Français langue seconde - Immersion
- Mathematics
- Social Studies
- Physical and Health Education
- Français langue première
- Core French

Grades

K 1 2 3 4 5 6 7 8 9

Keyword Search Curriculum

To search all curriculum, check off every Type, Subject and Grade Level

Select any filter and click on Apply to see results

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

How can it help me understand how a concept develops throughout the curriculum?

Big Ideas

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

Inquiry

Inquiry-based approaches or other question-based approaches encourage curiosity and enhance engagement in the exploration. The video below shows 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 location in the province to turn that inquiry into a place-based exploration?

Crosscutting Lens

If you are thinking about developing an interdisciplinary theme, begin by looking at all of the Big Ideas and learning standards. This will help you identify a crosscutting lens for your areas of teaching. In the example below, interactions, power and change were selected as a unifying lens through which to explore over the course of a year in a Grade 6–7 classroom.

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?

Interdisciplinary Crosscutting Lens

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

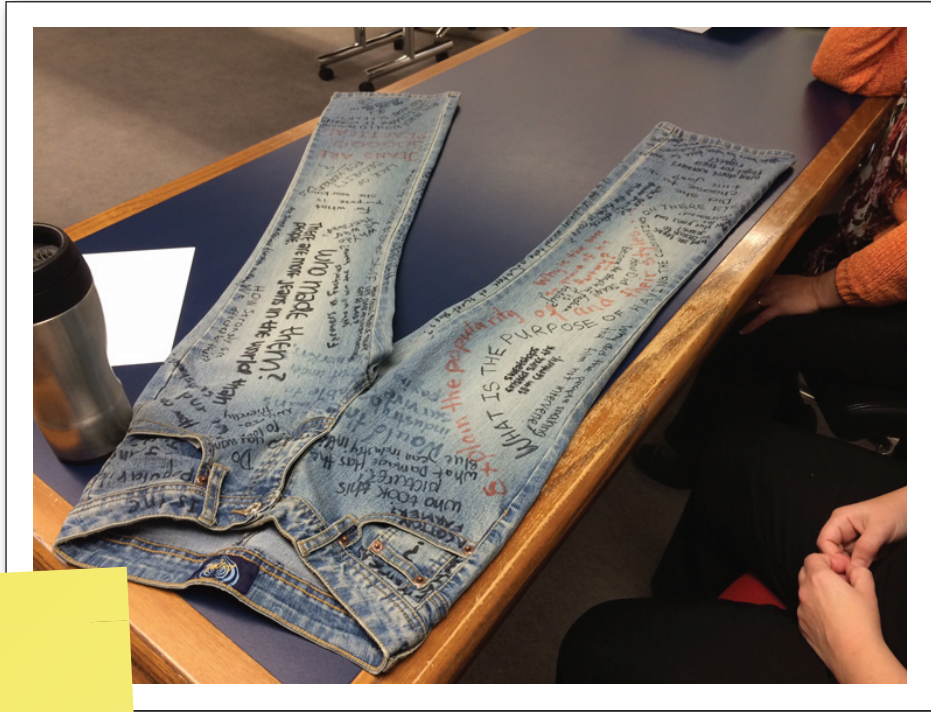
Power *In nature and society there is a struggle for dominance*

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



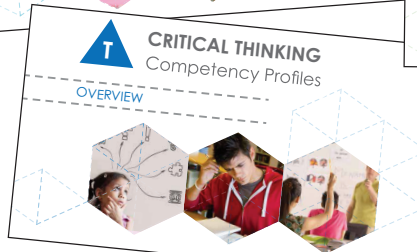
Assessment and the Core Competencies

Assessment is rooted in the curriculum and shows how the Core Competencies are reflected. The curriculum website includes teacher-created student profiles linked to each of the Core Competencies. In the example below, 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 for 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?



Assessment and the Curricular Competencies

In your classroom, Assessment is an essential 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 students a structure within which to demonstrate their understanding of the Content through their doing of the Curricular Competencies.

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.

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?

Acknowledgements

The Ministry of Education thanks Stacey Joyce, Sarah McQuillan, Sandra Ball, Nancy McAleer, Sharon Richards, the Howe Sound School District, and the Saanich School District curriculum exploration team for their contributions to the creation of this guide.