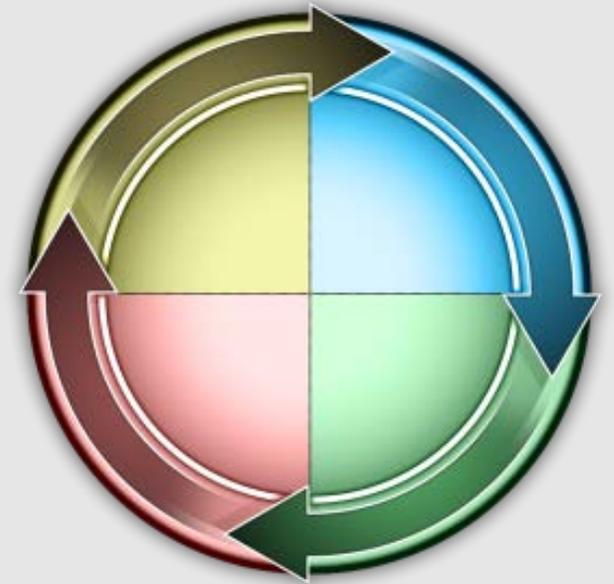


School District 63 Saanich

Parent Involvement Meeting

November 9, 2017

Co-Hosts: School District 63 and COPACS
Bayside Middle School



New Curriculum for British Columbia

The Educated Citizen



BC Ministry of Education

Statement of Education Policy Order

Government is responsible for ensuring that all of our youth have the opportunity to obtain high quality schooling that will assist in the development of an educated society. To this end, schools in the province assist in the development of citizens who are:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

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- aware of the rights and **prepared to exercise the responsibilities of an individual within** the family, **the community**, Canada, and the world.

Education for the 21st Century



- BC has one of the BEST education systems in the world
- The world is changing more rapidly than ever before
- To maintain high achievement we must:
 - Find new ways to Engage Students
 - Build relevant Skills and Competencies
 - Expand Personal Learning choices
 - Leverage Technology
 - Develop:
 - Critical Thinking
 - Creative Thinking
 - Social & Personal Responsibilities
 - Personal Adaptability



BC Ministry of Education

The Educated Citizen - 2017



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The Educated Citizen - 2017



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- **are** aware of the rights of the individual and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

So Who **IS** the Modern Educated Citizen?

They :

- are comfortable in both Digital and Face-to-Face worlds
- use their Skills & Competencies to critically examine content
- are Cooperative & Collaborative
- Are Adaptable in a Rapidly changing environment



BCs Refreshed Curriculum from 20,000 feet – Why Change Now?

Lizanne Chicanot, Principal, Parkland Secondary

MaryLynn Heron, Principal, Keating Elementary

The New Curriculum – Why Change Now?

- The world is very different than it was 25 years ago
- If you keep doing the same thing you've always done in a different context it won't work.



The New Curriculum – What Does It Mean?

Content based

- Teacher centric
- Teacher as knowledge dispenser
- Emphasis on rote learning and test results



Competency based

- Stimulates students to think creatively and critically
- Teaches students how to communicate (orally, written, electronically, visually)
- Emphasizes a sense of personal and social responsibility



<https://www.youtube.com/watch?v=uhiCFdWeQfA>

“Anyone, Anyone...?”

Teaching has changed significantly. Today's students want to:

- Be good at skills like critical **thinking** and figuring out problems to topics that excite and interest them
- Build **relationships** through understanding themselves and others
- Have the ability to **communicate** their thoughts and learning to others

For Elementary Education, the New Curriculum:

- First and foremost, **allows us to do more of what we know is right for kids** (students are no longer the empty vessel waiting to be filled up with information)
- **better reflects** what teachers are already doing with students (creating and constructing meaning of the ever-changing world of information and ideas that surround them and cross-curricular learning)
- continues to maintain a **focus on numeracy and literacy** (the new curriculum is not a free-for-all and the basics are still the basics)
- Reduces the content (ever-changing) and is more **competency-based** with a focus on intellectual, personal, and social and emotional competencies that all students need to develop in order to engage in deep learning and life-long learning
- Allows for more **time to uncover the curriculum**, as opposed to “covering the curriculum,” (supports deeper learning) by way of concept-based and inquiry-based learning



- Provides **choice** for learners (learner-centered projects that focus on student interests)
- Encourages **flexible learning environments** (outdoor learning, mobile learning devices that support learning in a variety of areas of the school, multi-age classes, nature classes, learning commons with flexible seating and wide variety of work areas, etc.)
- Reflects student **supports for diverse needs** (assistive technology, focus tools, OT & PT strategies for self-regulation, mindfulness, etc.)
- Weaves **aboriginal perspectives** and knowledge through all curricular areas
- Fosters **engagement** – key component to student success



Foundation Skills – What Are We Still Doing?

Wendy MacDonald, Principal, Bayside Middle

Anita Ko, Principal, Prospect Lake Elementary

Our world is changing...and our educational system is responding to those changes...we need to be able to decipher information critically rather than regurgitate facts.

In saying this, fundamental skills within the literacy and numeracy competencies *continue to be highly valued by teachers*

Literacy & Numeracy - Redesigns maintains:

- Focus on reading, writing and numeracy as foundational skills
- Standards in each area of learning
- Focus on social emotional and physical well being
- Assessment for and of learning



So what does this look like for middle level learners?...

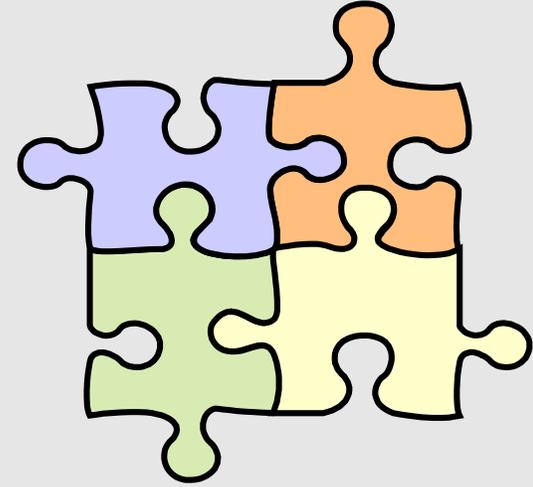


Every student will continue to be connected to the basics of reading, writing and math. These critical skills are the foundation of BC's education system and are a key component of developing an educated citizen.

<https://www.youtube.com/watch?v=XEXH-R7lpYI&feature=youtu.be> 📺

“To prepare students for the future, the curriculum must be learner-centred and flexible and maintain a focus on literacy and numeracy, while supporting deeper learning through concept-based and competency-driven approaches.”

Ministry of Education, 2015



Indigenous Content in the New Curriculum

Melissa Austin, District Vice-Principal, Indigenous Education

Karen Fello, Principal, South Island Distance Ed School

Why it matters

The new curriculum “requires the inclusion of the voice of Aboriginal people in all aspects of the education system... ensuring that Aboriginal content is a part of the learning journey for all students”.

There are two important parts to this:

- Aboriginal students will see their own culture reflected in what they learn in school; and
- All students will learn Aboriginal perspectives and come to understand the Aboriginal world view.

The Truth and Reconciliation Commission

- The TRC has identified 94 Calls To Action to acknowledge and begin healing through reconciliation.
- The role of education in these Calls To Action is critical; as Justice Murray Sinclair said:
“It was the educational system that has contributed to this problem in our country and it is the educational system, we believe, that is going to get us out of this.”
- It is important that we understand the truth in order to move forward with meaningful reconciliation.

Some resources

There is a large body of research that supports the inclusion of Aboriginal content for all students. Here are some links on support materials, research and agreements:

Shared Learnings (2006)

<http://www.bced.gov.bc.ca/abed/shared.pdf>

Literature Review on Factors Affecting the Transition of Aboriginal Youth from School to Work (2013)

http://www.cmec.ca/Publications/Lists/Publications/Attachments/298/Literature-Review-on-Factors_EN.pdf

The United Nations Declaration on the Rights of Indigenous Peoples (2008)

http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

What might it look like?

- “[F]rom Kindergarten to graduation, students will experience Aboriginal perspectives and understandings as an integrated part of what they are learning.”
- This includes embedding Aboriginal content and world views into our curriculum, and honouring Aboriginal ways of knowing into our assessment practices.
- This may look quite different in different classrooms, based on local context and on the place at which each school is in their learning journey.

Aboriginal students seeing their culture reflected in lessons

Unit Eight

Why Should We Learn About Surface Area and Volume?

Below is a video by Jorge Lewis of the Snuneymuxw nation of Nanaimo. In the video, Jorge shows the complex and elegant method of making a traditional Coast Salish drum.

The entire video is about 20 minutes, but I encourage you to watch the whole thing. If you don't have the time to watch all of it, please fast forward and watch a few minutes from different sections of the video so you can see the progression from beginning to end.



The tone of a drum is determined by many different factors: the size of the circular face, the height of the drum's body, and the tightness of the drum skin. Musicians who design or build instruments have to know a lot about geometry!

Aboriginal content may be explicitly showcased, as in this video of a drum being crafted by an Aboriginal artist.
(Math 8)

Aboriginal Perspectives & World View



Week 3 Day 1

Get Started

In the first two weeks of this module, we gained a better understanding of the idea that living things depend on each other, and on their environment, for survival. We also learned about adaptations and how they allow organisms to thrive in the different environments, or biomes, present on Earth.

This week, we will be taking a closer look at the concept of **interconnectedness**. We have already defined the term **interdependence** which means "when two or more things depend on each other to thrive and/or survive." What do you think interconnectedness means? The prefix "inter" means "among" or "together" or "between."

Chat with your home facilitator about your understanding of the term "interconnectedness." Have you heard the word before? What does it mean to you?

Learning Intentions

By the end of today's lesson, you should be able to say:

- I have an understanding of the concept of interconnectedness
- I have identified some questions about and connections to the Indigenous worldview

After explicit instruction on Aboriginal perspectives and world views, students are asked to demonstrate this learning in their work. (Science 4 and Science 9)



Unit Four

Earth Science Unit Project

Congratulations! You have *almost* completed Science 9! This is the last leg of the race to the finish line; are you ready? Let's get started!

We started off this unit by stating the big idea that **the biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them**. We took this big idea and broke it down into smaller pieces.

In the first chapter, we looked at how the sun is the major source for energy (solar radiation) and is the driving force for life on Earth. We also looked at the four spheres of the Earth and how they are all connected. We took it *even further* and learned how the sun is the root cause of ocean and wind currents and how they connect to the four spheres.

In the second chapter, we looked at how energy flows in ecosystems. We learned how plants capture energy from the sun and convert it to oxygen and food sources. Other organisms feast on plants for energy and carnivores will feast on them for energy. Just like everything we have looked at is a cycle, so is the energy flow. Once these carnivores die, decomposers break down the remains and there is nutrient-rich soil for plants to grow in and the cycle begins again. We also looked at the carbon, nitrogen and water cycles. We took a *small* peek at human impacts on these cycles; we will do more of this in the unit project!

Finally, we are at the last chapter. In this chapter we looked at sustainability. We are living in a world that is experiencing a warming of the climate. Consciousness and responsiveness will help us find ways on how to reduce the dangers of climate change. We are capable of building a sustainable lifestyle that we all yearn for. In this unit project, we will be taking everything we have learned and researching root causes for certain negative impacts. By incorporating the Aboriginal perspective on sustainability, we will try to come up with solutions.

Aboriginal Perspectives & World View



Week 1 Day 2

Get Started

If you go to the SIDES website, you will see a **Territorial Acknowledgement**. Here's what it says:

We acknowledge and thank the W̱SÁNEĆ people on whose traditional territory we live, learn, and teach. The W̱SÁNEĆ people have lived and worked on this land since time immemorial.

This acknowledgement is a way of honouring and giving respect to the people who have lived here since before recorded time.

Yesterday we began to explore the importance of land to First Peoples from earliest time. The connection to the land was central to their day-to-day living then and still is now. Today we are going to look at a map outlining the different First Peoples' territories in British Columbia and think about why the territories are located where they are.

Learning Intentions:

By the end of today's lesson I should be able to say:

- I can explain what a traditional territory is
- I can make inferences about why certain geographic regions would have been more populated than others
- I know which territory I live in

At this time, we are early in our learning journey, and we must be explicit in our work as we introduce more Aboriginal content into our courses.

(Social Studies 5)

Cross-curricular connections

BIO 11 Get Started

Welcome to the last lesson of the chapter. We have learned about the general characteristics of gymnosperms, the diversity of gymnosperms and their life cycle. In this lesson, we will explore the idea of place as it relates to First Peoples' traditional knowledge about plants.

"Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspective of the world."

(BC Ministry of Education Science Learning Standard 2016).

Plants connect us to place. They help establish our communal identity. Take a look out of the window. What plants can you see around your environment? As we learned earlier, BC's official tree is the Western Red Cedar. We will learn more about BC's official flower in the next chapter, but it is worth mentioning now. It is the Pacific dogwood (which is a flowering tree). How are we connected to the Pacific dogwood? Well, in BC, the completion of a secondary school is marked by receiving a "Dogwood".

How else do plants connect us to place? Take a moment and think about this. The first thing that pops into my mind is the spring garden in my backyard. Parks and bogs are *filled* with plants and they connect us to place as well.

Learning Intentions

By the end of this lesson, you should be able to say:

- I can explain the importance of gymnosperms to First Peoples

A lesson devoted to connecting prior learning in Biology 11 with Aboriginal Perspectives – including explaining the meaning and importance of culturally modified trees on the West Coast.

Sources

- https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal_education_bc.pdf
- <http://www.trc.ca/websites/trcinstitution/index.php?p=3>

Table Discussion –

What are the biggest challenges we are seeing with the refreshed curriculum in our schools right now?

**Core Competencies –
cross-curricular connections & student reflection**

Carly Hunter, Principal, Royal Oak Middle

Wendy Walker, Principal, Individual Learning Centre

Core Competencies-BC Curriculum

- Core competencies are evident in every area of learning; however, they **manifest themselves uniquely in each discipline**. In the redesigned curricula, competencies are embedded and evident within the learning standards.
- Competencies come into play when students are engaged in “doing” in any area of learning. This includes activities where students use thinking, collaboration, and communication to solve problems, address issues, or make decisions.
- The **ultimate goal** is for learners to employ the core competencies every day in school and in life, and for the core competencies to be an integral part of the learning in all curriculum areas.



Core Competencies--BC Curriculum



COMMUNICATION

The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.



THINKING

The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and is demonstrated through:

- creative thinking
- critical thinking



PERSONAL & SOCIAL

The personal and social competency includes:

- positive personal & cultural identity
- personal awareness & responsibility
- social responsibility

Key Features of BC Curriculum

The screenshot shows the BC Social Studies Curriculum page for Grade 7. The page is titled "Social Studies" and includes a navigation menu with "Introduction", "Goals and Rationale", "What's New", and "Curriculum Overview". The "Core Competencies" section features three triangles labeled "C" (Communication), "T" (Thinking), and "PS" (Personal & Social). The "Big Ideas" section contains four circles with text: "Geographic conditions shaped the emergence of civilizations.", "Religious and cultural practices that emerged during this period have endured and continue to influence people.", "Increasingly complex societies required new systems of laws and government.", and "Economic specialization and trade networks can lead to conflict and cooperation between societies." The "Learning Standards - The Ancient World to the 7th Century" section is divided into "Curricular Competencies" and "Content". The "Curricular Competencies" section lists three bullet points: "Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions", "Assess the significance of people, places, events, and developments at particular times and places (significance)", and "Determine what is significant in an account, narrative, map, and text (significance)". The "Content" section lists two bullet points: "anthropological origins of humans" and "human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources". Red circles and arrows highlight the "Do!" label next to the Curricular Competencies and the "Know!" label next to the Content section. The "Understand!" label is also circled in red and points to the Big Ideas section.

Download Curriculum English Français

Social Studies

K 1 2 3 4 5 6 7 8 9

Introduction | Goals and Rationale | What's New | Curriculum Overview

Core Competencies

C Communication T Thinking PS Personal & Social

Big Ideas

- Geographic conditions shaped the emergence of civilizations.
- Religious and cultural practices that emerged during this period have endured and continue to influence people.
- Increasingly complex societies required new systems of laws and government.
- Economic specialization and trade networks can lead to conflict and cooperation between societies.

Learning Standards - The Ancient World to the 7th Century

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
- Assess the significance of people, places, events, and developments at particular times and places (significance)
- Determine what is significant in an account, narrative, map, and text (significance)

Content

Students are expected to know the following:

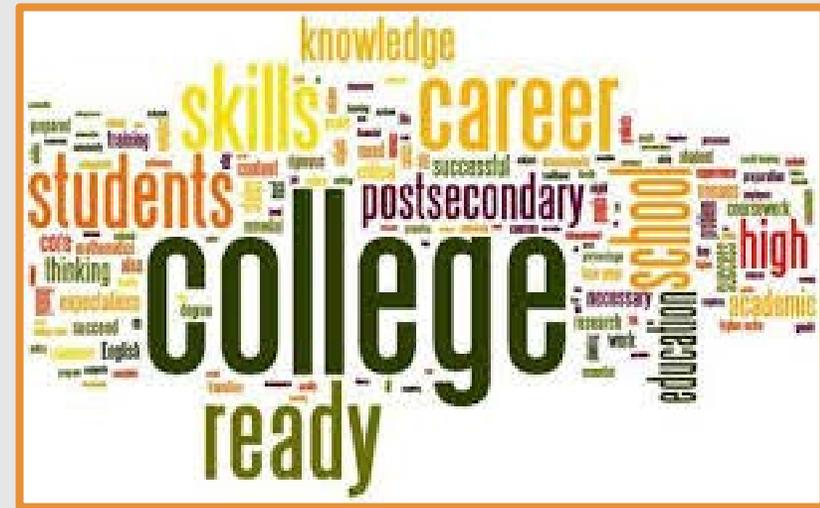
- anthropological origins of humans
- human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources

Do! Understand! Know!

Cancel

Cross Curricular Competencies

At the heart of the definition of the cross-curricular competencies is the principle that education should lead to the development of the whole child—intellectually, personally, and socially. In a world of growing diversity and challenge, schools must do more than help students master the sets of knowledge and skills acquired through the standard subject areas. They must prepare students fully for their lives as individuals and as members of society, with the capacity to achieve their goals, contribute to their communities and continue learning throughout their lives.



Middle School Self-Assessment Posters

COMMUNICATION



I CAN...

-  **CONNECT** WITH OTHERS TO SHARE & DEVELOP MY IDEAS
-  **SHARE** MY IDEAS, SKILLS, & PASSIONS WITH OTHERS
-  **COLLABORATE** TO CREATE A PLAN, CARRY IT OUT, & REVIEW MY RESULTS
-  **ACQUIRE**, INTERPRET & PRESENT INFORMATION
-  **REFLECT** ON AND SHARE MY EXPERIENCES & ACCOMPLISHMENTS



COMMUNICATION



I CAN...

-  **CONNECT** WITH OTHERS TO SHARE & DEVELOP MY IDEAS
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COMMUNICATION



I CAN...

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-  **ACQUIRE**, INTERPRET & PRESENT INFORMATION
-  **REFLECT** ON AND SHARE MY EXPERIENCES & ACCOMPLISHMENTS



Grade 9 Self-Assessment

CRITICAL THINKING		TARGETS			
		<ul style="list-style-type: none"> I find I use a variety of resources when looking for information I demonstrate curiosity and interest about a variety of topics 			
WEEK 33 : May 22 – 25					
Subject:	Sign In	Today's Target	Today's Work/Homework	Sign Out	
Week's Goal:	Monday <input type="checkbox"/> C <input type="checkbox"/> B <input type="checkbox"/> W				
	Tuesday <input type="checkbox"/> C <input type="checkbox"/> B <input type="checkbox"/> W				
Subject:					
Week's Goal:	Wednesday <input type="checkbox"/> C <input type="checkbox"/> B <input type="checkbox"/> W				
	Thursday <input type="checkbox"/> C <input type="checkbox"/> B <input type="checkbox"/> W				

Name: Student Name		June 8, 2017	
COMMUNICATION: GRADUAL GROWTH STATEMENTS			
A bit like me	Quite like me	Very much like me	
<p>I can be a leader and am supportive of others.</p> <p>When doing written assignments I know my audience and have a clear purpose.</p> <p>I am a flexible thinker, and am able to reflect and move forward with new goals.</p> <p>I can work in a group and I'm able to encourage others to get involved.</p>	<p>I can contribute positively to discussions and work well in collaborative environments with my peers.</p> <p>I seek help from my teacher when I need it.</p> <p>Working with the people I'm connected to and those in my classroom is becoming easier for me.</p> <p>I can plan and work with others to develop plans while giving and receiving constructive feedback.</p> <p>I can communicate well using various technologies.</p> <p>I can actively listen - I ask questions when I need more info.</p> <p>I can work with others and do my share of the work.</p> <p>I ask questions when I need to.</p> <p>I can acquire, analyze and create well-written pieces of work from a variety of texts.</p> <p>I can be a leader when collaborating and help the group take thinking and learning deeper.</p> <p>When I know the people, it's easy for me to listen and talk.</p>	<p>I can focus and listen well - to instructions, to speakers, to conversations.</p> <p>I know who I am and can communicate this clearly. I am clear with my goals and progress in my work and learning.</p> <p>I can question things I don't agree with.</p> <p>I can share information and help to plan activities.</p> <p>I can present info I've gathered to others or to my teacher.</p> <p>I can communicate clearly to share my ideas.</p> <p>When I'm in conversation I can speak my voice respectfully.</p> <p>I can positively contribute to discussions with my peers.</p> <p>I can receive helpful feedback and use it to improve my learning.</p> <p>When I'm in a comfortable place I can engage with people easily.</p> <p>I can share out on what I did and learned.</p> <p>I can gather information easily from a variety of reliable sources.</p> <p>I can plan and work with my teacher to develop plans for my learning.</p>	
<p>Goal: I can be a leader and am supportive of others. Game Plan:</p>			

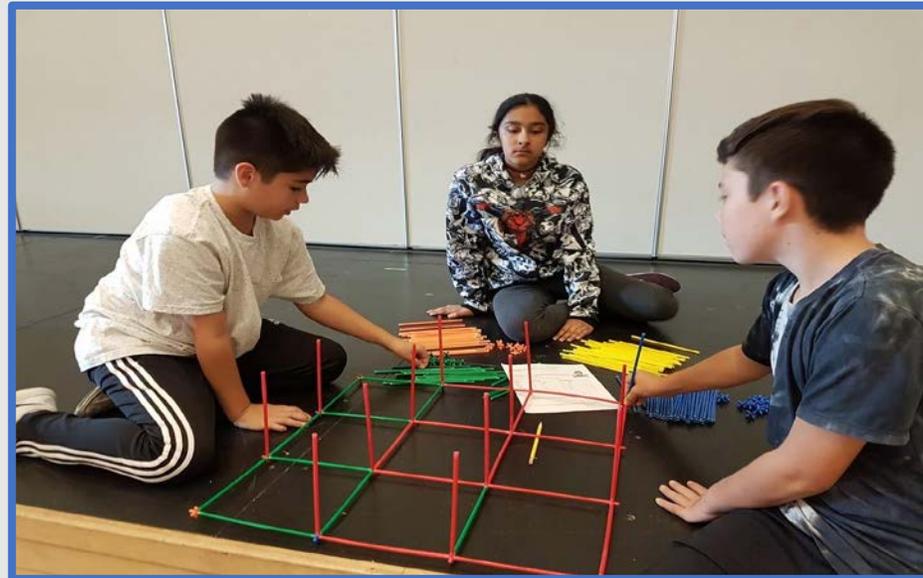


Table Discussion –

How will the revised curriculum benefit our children in the new world?

The New Graduation Program – What about Post-Secondary?

Pete Westhaver, Principal, Claremont Secondary

Sally Hansen, Principal, Stelly's Secondary

Changes to Graduation Program 2018

As announced in the Deputy Minister's letter of October 24, 2017:

“To most effectively prepare for a successful implementation, the following changes have been made to the implementation schedule:”

Grade 10: As scheduled, full implementation of the new curriculum for all subject areas in Grade 10 will be effective July 2018. The Grade 10 curriculum documents will be finalized and available for use by April 2018.

Grades 11 and 12: Grade 11 and 12 courses will receive one additional year of transition support prior to full implementation in July 2019. The Grade 11 and 12 curriculum will also be finalized and available online June 30, 2018.

Numeracy Assessment: The provincial graduation numeracy assessment will be implemented for the first time in January 2018, with subsequent sessions in June and August 2018.

Literacy Assessment: The provincial graduation literacy assessment will align with the implementation of the Grade 11 and 12 curriculum, and the first administration will now be scheduled for January 2020.



Grad 2004	Grad 2018
Language Arts 10,11, 12	Language Arts 10,11, 12
A Math 10, and a Math 11 or 12	A Math 10, and a Math 11 or 12
Science 10, and a Science 11 or 12	Science 10, and a Science 11 or 12
Social Studies 10, and a SS 11 or 12	Social Studies 10, and a SS 11 or 12
Physical & Health Education 10	Physical & Health Education 10
A Fine Arts and/or ADST 10, 11, or 12	An Arts and/or ADST 10, 11, or 12
Planning 10	Career Life Education
Grad Transitions	Career Life Connections
28 Elective course credits	Grad Capstone Project (no credits)
	28 Elective course credits

For students entering Grades 10-12 in the 2017/2018 school year:

- **Grade 10 students will:**
 - Follow the 2018 Graduation Program requirements and take Planning 10
 - Write the Numeracy and Literacy Assessments before graduation
- **Grade 11 students will:**
 - Follow the 2018 Graduation Program requirements and take Planning 10
 - Write the Numeracy Assessment before graduation
 - Write a LA12 provincial exam before graduation
- **Grade 12 students will:**
 - Finish all the 2004 Graduation Program requirements
 - Have completed a Math 10, a Language Arts 10, a Science 10 and have written associated provincial exams
 - Take a Language Arts 12 course and write the associated provincial exam
 - Not write the new Numeracy or Literacy Assessment

A link to the current Curriculum web site.

<https://curriculum.gov.bc.ca/curriculum/10-12#ce>

Provincial Assessments

Link to Pathway to Graduation web site

<https://curriculum.gov.bc.ca/graduation-info>

Transitioning to the 2018 Graduation Program – how will this affect students?

The key differences for students between the current (2004) Graduation Program and the new 2018 Graduation Program are new curricula and new provincial assessments.

There will be a transition period as the new 2018 Graduation Program is introduced and some overlap to accommodate students progressing under a number of different scenarios.

Students graduating in the 2017/18 school year will not need to write the numeracy assessment as it is not a graduation requirement for their graduation program (they took the Math 10 provincial exam).

Table Discussion –

What kind of parent education would still be helpful in your school?

Thank you!