

CURRICULUM ORIENTATION GUIDE

The screenshot shows the BC Curriculum website interface. At the top, there are navigation links: ABOUT, CURRICULUM, CURRICULUM DRAFTS (10-12), CORE COMPETENCIES, and TOOLS. Language options include English and Français. Below the navigation, the curriculum is organized by subject (Social Studies) and grade level (K-9). Key features highlighted include:

- Introductory Materials:** Curriculum Overview, Goals and Rationale, What's New, Curriculum Overview.
- Core Competencies:** Communication (C), Thinking (T), Personal & Social (PS).
- Big Ideas:** Our communities are diverse and made of individuals who have a lot in common; Stories and traditions about ourselves and our families reflect who we are and where we are from; Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.
- Content:** Students are expected to know the following:
 - ways in which individuals and families differ and are the same
 - personal and family history and traditions
 - needs and wants of individuals and families
- 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
 - Explain the significance of personal or local events, objects, people, and places
 - Ask questions, make inferences, and draw conclusions about the content and features of different types of sources
 - Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same
 - Recognize the causes and consequences of events, decisions, and developments in their lives
 - Acknowledge different perspectives on people, places, issues, and events in their lives
 - Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action (ethical judgment)
- Supporting Materials:** Flexible Learning Environments, Instructional Examples, Student Supports, Aboriginal Education.

What to look for in the curriculum

Introductory Materials

Core Competencies

Big Ideas

Content

Curricular Competencies

Supporting Materials

BC's Redesigned Curriculum

An Orientation Guide



Highlights of BC's Redesigned Curriculum



• Personalized Learning

The redesign of BC's curriculum provides flexibility to inspire the personalization of learning and addresses the diverse needs and interests of BC students.

• Ecology and the Environment

Revisions to the Science curriculum were made to ensure better representation of ecology and environmental learning.

• Historical Wrongs

The curriculum includes the history of the Asian and South Asian communities and their contributions to the development of our province—as well as the injustices they experienced.

• Aboriginal Perspectives and Knowledge

Aboriginal culture and perspectives have been integrated throughout all areas of learning. For example, place-based learning and emphasis on indigenous ways of knowing reflect the First Peoples Principles of Learning in the curriculum.

• Flexible Learning Environments

BC's redesigned curriculum provides teachers with great flexibility in creating learning environments that are relevant, engaging, and novel. Flexible learning environments give consideration to local contexts and place-based learning.



BC'S REDESIGNED CURRICULUM

At the heart of British Columbia's redesigned curriculum are the literacy and numeracy foundations, essential learning, and Core Competencies.

Literacy and Numeracy Foundations

The redesign of curriculum reinforces the current views in BC on the need for strong foundations in literacy and numeracy.

Literacy and numeracy foundations—text literacy (reading and writing), number and financial literacy, visual literacy, and digital literacy—are fundamental requirements for full social and economic participation in today's world.

Literacy and numeracy skills are developed through applications in all curricular areas. Literacy and numeracy performance expectations are described in the BC performance standards.



Essential Learning

The redesigned curricula are described as concept-based and competency-driven. They place more emphasis on the deeper understanding of concepts and the application of processes than on the memorization of isolated facts and information.

The learning standards and big ideas for each area of learning identify what is essential—what students are expected to know, be able to do, and understand at each grade.

Core Competencies

Core Competencies are at the centre of the curriculum redesign in BC.

Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deeper learning. The Core Competencies include thinking, communication, and social and personal competencies.



Thinking

- Creative Thinking
- Critical Thinking



Communication



Personal and Social

- Positive Personal/Cultural Identity
- Personal Awareness and Responsibility
- Social Awareness and Responsibility

Competencies are embedded and evident within the learning standards. They come into play when students are engaged in "doing" in any area of learning. Together, the literacy and numeracy foundations, essential learning, and Core Competencies contribute to the development of educated citizens.



Curriculum Model

The curriculum model is made up of three elements: Content, Curricular Competencies, and Big Ideas. Teachers combine the three elements in ways they see fit to personalize learning in their classrooms.

Content

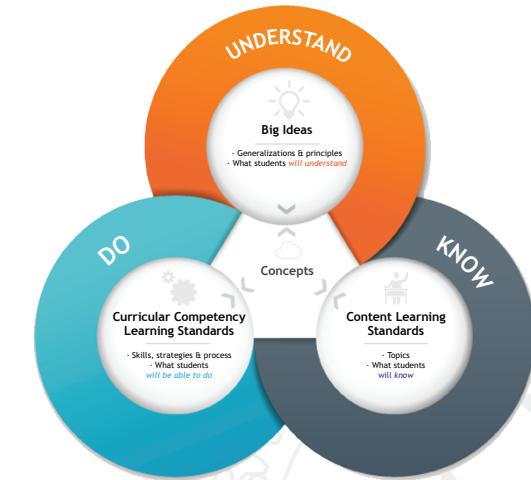
What students are expected to know

Curricular Competencies

What students are expected to do

Big Ideas

What students are expected to understand



The model pulls together the best from modern learning theories and BC teachers' advice. At the outset, BC educators said, curriculum needs to:

- be flexible to better enable teachers to innovate
- focus on higher-order learning
- address Core Competencies
- integrate Aboriginal world views and knowledge
- respect the unique nature of disciplines while supporting cross-curricular learning