

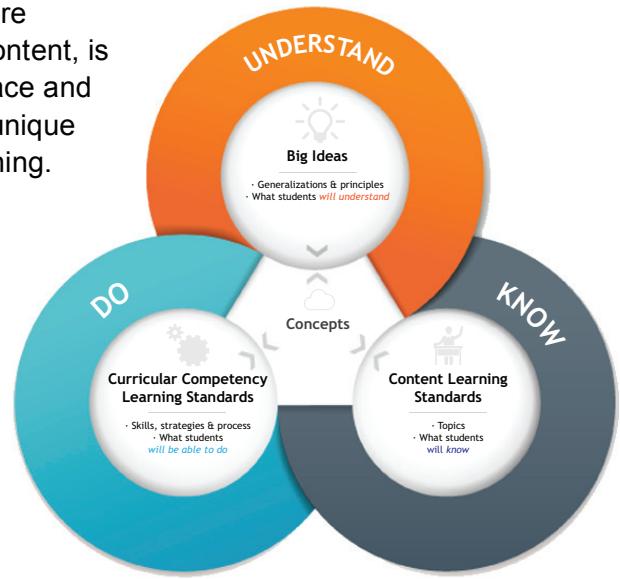
Educator Update: K–9 Curriculum



The 2016/17 school year begins with the launch of the official redesigned K–9 curriculum. This update includes information about the redesigned K–9 curriculum, frequently asked questions, course codes, and more.

The Provincial Curriculum

The redesigned curriculum, with its focus on Big Ideas, Core Competencies, Curricular Competencies, and essential Content, is intended to be an enabling framework, giving teachers space and flexibility to innovate. The curriculum design respects the unique nature of disciplines while supporting cross-curricular learning. Redesigned provincial curriculum supports student-driven, inquiry-based approaches to teaching and learning by placing an increased focus on concepts and content that address “real-world” issues and problems.



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Starting Points in Planning

Because the curriculum is designed to be a flexible, enabling framework, teachers can use it to respond to both the needs and interests of students as well as capitalize on the local context.



There are numerous ways to approach the curriculum. Learning standards can be combined in various ways. Teachers might start by identifying a Big Idea and then some Content and Curricular Competencies that would help students build those understandings and Core Competencies. Or they might start by identifying Curricular Competencies paired with Content that students can explore to lead them to a Big Idea. As well, teachers could combine Curricular Competencies, Content, and Big Ideas from several areas of learning to create interdisciplinary activities and approaches. Or teachers may wish to explore the curriculum thematically, by looking

at crosscutting concepts. The Know-Do-Understand model of the redesigned curriculum supports whatever approach the teacher deems best when designing learning experiences for the students in their classroom.

Visit the [Starting Points in Planning](#) guide from a BC teacher's perspective.

Aboriginal Knowledge and Perspectives

An important part of curriculum transformation is the authentic and respectful inclusion of Aboriginal content, culture, and knowledge. Aboriginal peoples are part of the historical and contemporary foundation of British Columbia and Canada, and an introduction to Aboriginal perspectives provides BC students with an opportunity to develop empathy, respect, and good citizenship. Aboriginal knowledge and perspectives have been integrated throughout all areas of learning. From Kindergarten to graduation, students will experience Aboriginal perspectives and understandings integrated with what they are learning.



Instructional Samples



Teacher-created [instructional samples](#) are available on the curriculum website. Each instructional sample identifies clear connections to the Big Ideas, Learning Standards, and Core Competencies. First Peoples Principles of Learning and content are included in some samples.

The BCTF [TeachBC](#) website also hosts BC teaching resources, and many of these instructional samples will also be uploaded at that website.





Ministerial Orders

Provincial curriculum is governed by two ministerial orders – The [Required Areas of Study in an Educational Program Order](#) and the [Educational Program Guide Order](#). Both orders are updated to designate the redesigned K–9 curriculum as the official curriculum.

The following table presents changes from the Integrated Resource Packages (IRPs) to the redesigned curricula.

GRADES K–4	
From	To
IRPs	Redesigned Curricula
English Language Arts Français langue première	English Language Arts Français langue première
Français langue seconde – immersion	Français langue seconde – immersion
Science	Science
Math	Math
Social Studies	Social Studies
Arts Education	Arts Education
Physical Education	Physical and Health Education
Health and Career Education	Career Education
Daily Physical Activity	(Incorporated into PHE)
----	Applied Design, Skills, and Technologies

GRADES 5–7	
From	To
IRPs	Redesigned Curricula
English Language Arts Français langue première	English Language Arts Français langue première
Français langue seconde – immersion	Français langue seconde – immersion
Science	Science
Math	Math
Social Studies	Social Studies
Arts Education	Arts Education
Physical Education	Physical and Health Education
Health and Career Education	Career Education
Daily Physical Activity	(Incorporated into PHE)
----	Applied Design, Skills, and Technologies
	Second Language

GRADE 8	
From	To
IRPs	Redesigned Curricula
English Language Arts Français langue première	English Language Arts Français langue première
Français langue seconde – immersion	Français langue seconde – immersion
Science	Science
Math	Math
Social Studies	Social Studies
One of Arts Education	Arts Education
Physical Education	Physical and Health Education
Health and Career Education	Career Education
Daily Physical Activity	(Incorporated into PHE)
One of Applied Skills	Applied Design, Skills, and Technologies
Second Language	Second Language

GRADE 9	
From	To
IRPs	Redesigned Curricula
English Language Arts Français langue première	English Language Arts Français langue première
Français langue seconde – immersion	Français langue seconde – immersion
Science	Science
Math	Math
Social Studies	Social Studies
One of Arts Education	Arts Education
Physical Education	Physical and Health Education
Health and Career Education	Career Education
Daily Physical Activity	(Incorporated into PHE)
One of Applied Skills	Applied Design, Skills, and Technologies





Resource Materials

Here are a few resources to get started with.

Redesigned Curriculum

- BC's Redesigned Curriculum: An Orientation Guide
- The Curriculum Model
- Core Competencies
- Big Ideas
- Curricular Competencies and Content



Aboriginal Resources

- Aboriginal Education Resources
- Authentic First Peoples Resources K–7 – FNESC
- Hidden History – BCTF
- Aboriginal Curriculum Integration Project
- Aboriginal Worldviews and Perspectives in the Classroom
- Aboriginal Worldviews and Perspectives in the Classroom – French

Instructional Samples

- K–9 Instructional Samples created by teachers

Other News

Grade 10–12 Draft Curriculum

Grade 10–12 draft curriculum is available on the curriculum website and ready for optional use in classrooms in the 2016/17 school year. Teacher feedback will inform and improve the curriculum drafts.

Where Can I Find More Information?

Visit the curriculum website at <http://www.curriculum.gov.bc.ca>. It features the K–9 curriculum, draft 10–12 curriculum, announcements, videos on the redesigned curriculum model, research, and tools. If you have any questions, please email curriculum@gov.bc.ca.

Thank You

The Ministry would like to recognize all the educators involved in the development process of this work, and the assistance of the BC Teachers' Federation, Federation of Independent Schools Association, and the First Nations Schools Association, in identifying teachers for the curriculum writing teams. The Ministry would also like to thank superintendents and principals for support of this provincial initiative.





Questions and Answers: K–9 Curriculum

Q. What are Big Ideas?

Big Ideas are included in all areas of learning. Big Ideas represent the “Understand” component of the Know-Do-Understand model of learning. They represent the concepts, principles, and theories that students are expected to understand as a result of their learning experiences. Big Ideas are intended to support deeper learning by either guiding the learning or being the “light-bulb moments” when students gain new insights, deepen their thinking, and acquire a better understanding of the bigger picture. These ideas endure beyond a single school year and lay the groundwork for developing a deeper understanding, year after year.

Q. How do I use Big Ideas? How flexibly can the Big Ideas be used?

Big Ideas provide an impetus for deep learning and prompt meaningful exploration, so teachers can use them in various ways. Big Ideas might be used to focus learning, generate essential or guiding questions in a unit of study, or be what students discover as a result of their learning experiences. Some teams of teachers and individual teachers have combined Big Ideas from more than one area of learning, identified the concepts that apply across several areas of learning, and used those concepts to plan cross-curricular units of study. Additional Big Ideas may be uncovered as teachers and students inquire into various topics and themes in the curriculum. Teachers or schools may decide to add a Big Idea relevant to their community or particular school goal.

Q. What are Curricular Competencies?

Curricular Competencies are the skills, strategies, and processes that students develop over time. They reflect the “Do” in the Know-Do-Understand model of curriculum. The Curricular Competencies are built on the thinking, communicating, and personal and social competencies relevant to disciplines that make up an area of learning. For example, the Curricular Competencies in Mathematics are organized using a problem-solving scheme, based on work from the National Council of Teachers of Mathematics. Other examples are Social Studies, where Curricular Competencies are organized using inquiry and historical thinking processes, and English Language Arts, where Curricular Competencies are organized around how we use language to comprehend and connect with others and how we create and communicate through language.

Q. What is the relationship between Core and Curricular Competencies?

Core Competencies are embedded, connected, and integrated into the Curricular Competencies in each area of learning. When teachers focus on developing the skills and processes of that specific area of study, they are developing the Core Competencies within that area of learning. Students develop their abilities to think like a scientist in Science, communicate in Mathematics, and become socially responsible in Social Studies.





Q. Do I report separately on Core Competencies?

There is no expectation for teachers to report on Core Competencies in addition to reporting on each area of learning. Core Competencies are not taught in isolation and are therefore not reported on separately. Teachers are in fact assessing Core Competencies as they report on student learning in each area of learning.

It is important that students be able to identify their strengths and areas for improvement through self-reflection and self-assessment. In taking ownership of their learning, students should be able to describe how they are developing their Core Competencies, with the help of their teacher where necessary.

Q. Why are Aboriginal perspectives woven through all subject areas?

It is recognized that British Columbia schools serve students from diverse cultures and backgrounds. The multicultural nature of the BC school system is highly valued, and all students' heritages and cultures are celebrated. The inclusion of Aboriginal perspectives and knowledge specifically in the Guiding Principles for New Curriculum is based on the understanding that Aboriginal perspectives and knowledge are a part of the historical and contemporary foundation of BC and Canada. The integration of Aboriginal perspectives and knowledge in the curriculum serves as an important step to begin to address misunderstanding of Aboriginal cultures. With a more in-depth knowledge of Aboriginal people and their history, all students in BC will have a foundation for developing mutual understanding and respect.

Q. What is Applied Design, Skills, and Technologies (ADST) and why is it being introduced?

Applied Design, Skills, and Technologies is the new name for Applied Skills, better capturing the scope and nature of this area of learning. It includes expansion of curriculum into Grades K–7. It maintains the values of applied learning, and hands-on designing and making in the disciplines of Business Education, Home Economics, Information Technology, and Technology Education.

Q. What are the possibilities for integrating Applied Design, Skills, and Technologies (ADST) at K–5?

The ADST curriculum at K–5 has no Content learning standards. The intent and requirement is that teachers use the learning standards for Curricular Competencies from ADST K–5 with grade-level content from other areas of learning to provide students with cross-curricular opportunities to develop skills in design thinking and making. Because there is no content for K–5, teachers have considerable flexibility as to when, where, and how the ADST Curricular Competencies and Big Ideas are addressed. Some teachers will continue to do what they've always done – building design thinking into their learning environments. Other teachers will consider how to integrate ADST into their activities. Either way, the ADST competencies provide a common framework for design thinking.





Q. How can ADST 6–9 be delivered in BC's many different school configurations?

The modular design of ADST at grades 6–9 allows for choice and a variety of delivery models, depending on the school configuration and student interest.

Grades 6–7

- Schools that currently offer a rotation of modular explorations will be able to accommodate the redesigned ADST curriculum within their current delivery models.
- Schools that do not currently have an exploratory rotation may wish to develop one, or to teach ADST modules in an integrated cross-curricular way with other areas of learning.
- Schools may choose from the modules provided in the provincial curriculum or develop new modules that use the Curricular Competencies of ADST 6–7 with locally developed content.

Grades 8–9

- Schools will continue to encourage exploration as well as offering students choices.
- There are separate sets of Content options for Grade 8 and Grade 9. These may be offered as modular rotations of varying length, as is common for Grade 8 now, or as full-year courses, as is often the case in Grade 9 now.
- Schools may choose from the modules provided in the provincial curriculum or develop new modules that use the Curricular Competencies of ADST 8 or 9 with locally developed content.

Q. Why was Health merged with Physical Education?

Physical Health Education combines Physical Education and Health Education into one program. The program promotes the development of all aspects of student health and wellness, including physical, social, and mental well-being. Aligned with jurisdictions across Canada and throughout the world, this approach promotes a deeper and more holistic understanding of overall health and well-being in students. The goal is for students to recognize and change unhealthy behaviours and, at the same time, advocate for the safety, health, and well-being of others.

Q. Where is Daily Physical Activity (DPA) in Grades K–9?

The intentions of daily physical activity have been incorporated into the Physical and Health Education curriculum as both a Big Idea and a Curricular Competency at each grade level. There is no longer a stand-alone DPA curriculum guide or a separate DPA reporting requirement at K–9. It is expected that physical activity will be reported through the Physical and Health Education learning standards.





Q. What has happened to the Health and Career Education (HACE) curriculum?

The health component of HACE now resides with physical education in the Physical and Health Education curriculum. The career component now stands on its own in the Career Education curriculum.

Q. Are ADST and Arts Education required at Grades 8 and 9?

Yes. ADST and Arts Education are both part of the Required Areas of Study ministerial order.

Q. Do Grade 8 and 9 students require instruction in all areas of Arts Education (Dance, Drama, Music, and Visual Arts)?

No. Arts Education can be delivered through a discipline-specific model (e.g., study in dance, drama, music or visual arts on their own) or by combining two or more disciplines for an integrated or general approach.

Q. Is Core French only required at Grades 5–8? Why is curriculum presented for Grades 5–12?

Yes. The language policy remains unchanged at this time. The second language requirement remains at Grades 5–8. As in the past, second language curriculum is developed for Grades 5–12, as many schools wish to continue to offer second language learning beyond Grade 8.

Q. Are curricula for other second languages being developed?

Yes. Work is underway to update a number of the provincially developed second language curricula. The template for local development is also under review and revision.

Q. Are there time allotments per subject?

No. There are no specified or recommended time allotments per subject. The curriculum design is intended to be very flexible to support student interests and a variety of teacher delivery methods.

Q. Will resources be made available?

Yes. Teacher-created instructional samples are available on the curriculum website. The development of curated lists of resources is also under consideration by the Ministry.

The Education Resource Acquisition Consortium (ERAC) hosts a large number of reviewed and evaluated resources for BC schools. See the ERAC database at <http://bcerac.ca/>. The BCTF [TeachBC](#) website is another source of information for resources and support materials. And finally, several publishing companies are developing curriculum aligned resources for social studies, science and math.





Q. Where can I find K–9 course codes?

The new course codes can be found in both the Ministry's course registry and My Education BC. The new course codes are also attached below.

K–9 Course Codes

	K	1	2	3	4	5	6	7
English Language Arts	MEN---K	MEN--01	MEN--02	MEN--03	MEN--04	MEN--05	MEN--06	MEN--07
Français langue première	FFRAP-K	FFRAP01	FFRAP02	FFRAP03	FFRAP04	FFRAP05	FFRAP06	FFRAP07
Français langue seconde - immersion Français - immersion tardive	FFRAL-K	FFRAL01	FFRAL02	FFRAL03	FFRAL04	FFRAL05	FFRAL06	FFRAL07
Core French						MFR--05	MFR--06	MFR--07
Science Sciences	MSC---K FSCF--K	MSC--01 FSCF-01	MSC--02 FSCF-02	MSC--03 FSCF-03	MSC--04 FSCF-04	MSC--05 FSCF-05	MSC--06 FSCF-06	MSC--07 FSCF-07
Mathematics Mathématiques	MMA---K FMTHF-K	MMA--01 FMTHF01	MMA--02 FMTHF02	MMA--01 FMTHF03	MMA--04 FMTHF04	MMA--05 FMTHF05	MMA--06 FMTHF06	MMA--07 FMTHF07
Social Studies Sciences humaines	MSS--K FSCHF-K	MSS--01 FSCHF01	MSS--02 FSCHF02	MSS--03 FSCHF03	MSS--04 FSCHF04	MSS--05 FSCHF05	MSS--06 FSCHF06	MSS--07 FSCHF07
Career Education Éducation à la carrière	MCE---K FECF--K	MCE--01 FECF-01	MCE--02 FECF-02	MCE--03 FECF-03	MCE--04 FECF-04	MCE--05 FECF-05	MCE--06 FECF-06	MCE--07 FECF-07
Physical and Health Education Éducation physique et santé	MPHE--K FEPSF-K	MPHE-01 FEPSF01	MPHE-02 FEPSF02	MPHE-03 FEPSF03	MPHE-04 FEPSF04	MPHE-05 FEPSF05	MPHE-06 FEPSF06	MPHE-07 FEPSF07
Arts Education Éducation artistique	MAE--K FEAF--K	MAE--01 FEAF-01	MAE--02 FEAF-02	MAE--03 FEAF-03	MAE--04 FEAF-04	MAE--05 FEAF-05	MAE--06 FEAF-06	MAE--07 FEAF-07
Applied Design, Skills, and Technologies Conception, compétences pratiques et technologies	MADST-K FCCPT-K	MADST01 FCCPT01	MADST02 FCCPT02	MADST03 FCCPT03	MADST04 FCCPT04	MADST05 FCCPT05	MADST06 FCCPT06	MADST07 FCCPT07





	8	9
English Language Arts	MEN--08	MEN--09
Français langue première	FFRAP08	FFRAP09
Français langue seconde - immersion Français - immersion tardive	FFRAL08	FFRAL09
Core French	MFR--08	MFR--09
Science Sciences	MSC--08 FSCF-08	MSC--09 FSCF-09
Mathematics Mathématiques	MMA--08 FMTHF08	MMA--09 FMTHF09
Social Studies Sciences humaines	MSS-08 FSCHF08	MSS--09 FSCHF09
Career Education Éducation à la carrière	MCE--08 FECEF-08	MCE--09 FECEF-09
Physical and Health Education Éducation physique et santé	MPHE-08 FEPSF08	MPHE-09 FEPSF09
Arts Education Éducation artistique Dance Danse Drama Art dramatique Visual Arts Arts visuels Music Musique	MAE--08 FEAF-08 MDNC-08 FDNCF08 MDR--08 FADRF08 MVA--08 FVAF-08 MMU--08 FMUF-08	MAE--09 FEAF-09 MDNC-09 FDNCF09 MDR--09 FADRF09 MVA--09 FVAF-09 MMU--09 FMUF-09
Applied Design, Skills, and Technologies: General Explorations (ADST) Conception, compétences pratiques et technologies : Explorations générales (CCPT) ADST – Computational Thinking CCPT – Pensée informatique ADST – Computers and Communication Devices CCPT – Ordinateurs et appareils de communication ADST – Digital Literacy CCPT – Culture numérique ADST – Drafting CCPT – Dessin technique ADST – Electronics and Robotics	MADGE08 FCCEG08 MADCT08 FCCPI08 MADCC08 FCCOC08 MADDL08 FCCCN08 MADD-08 FCCDT08	MADGE09 FCCEG09 MADCT08 FCCPI08 MADCC08 FCCOC08 MADDL08 FCCCN08 MADD-08 FCCDT09 MADER09





	8	9
CCPT – Électronique et robotique		FCCER09
ADST – Entrepreneurship and Marketing	MADEM08	MADEM09
CCPT – Entrepreneuriat et commercialisation	FCCEC08	FCCEC09
ADST – Food Studies	MADFS08	MADFS09
CCPT – Étude des aliments	FCCEA08	FCCEA09
ADST – Information and Communications Technologies		MADIT09
CCPT –Technologies de l'information et des communications		FCCTI09
ADST – Media Arts	MADMA08	MADMA09
CCPT – Arts médiatiques	FCCAM08	FCCAM09
ADST – Metalwork	MADM-08	MADM-09
CCPT – Travail des métaux	FCCTM08	FCCTM09
ADST – Power Technology	MADPT08	MADPT09
CCPT – Technologie de production énergétique	FCCTE08	FCCTE09
ADST – Robotics	MADR-08	
CCPT – Robotique	FCCR-08	
ADST – Textiles	MADT-08	MADT-09
CCPT – Textiles	FCCT-08	FCCT-09
ADST – Woodwork	MADW-08	MADW-09
CCPT – Travail du bois	FCCTB08	FCCTB09

