The following is intended to assist parents and students in finding information about any part of the new curriculum or graduation program quickly and easily.

There is information on core competencies, grad requirements, changes in reporting and assessment, provincial curriculum requirements and much more. The table of contents has links to help you access the specific information you need.

This guide, which will be updated with any changes to requirements or curriculum, is based on the work of Ministry of Education Superintendent of Learning Pat Duncan. Additional work and information has been provided by the School District 83 Curriculum Team of Kyla Hadden, Anne Tenning, Val Edgell, Chelsea Prince, Jennifer Kelly, Jennifer Findlay, Chris Matheson, and Carl Cooper.

Have more questions?
Please email EDdept@sd83.bc.ca
# B.C.’s Redesigned Curriculum Information

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Policy for Student Success

Capable young people thriving in a rapidly changing world

*B.C. is dedicated to maintaining its position as a global leader in education by pioneering systemic changes that prepare students for a rapidly changing world. To achieve this, we need an education system that better engages students in their own learning and fosters the skills and competencies they will need to succeed.*

**Guiding Principles of ‘The Educated Citizen**

![Image](image-url)

- 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.

**Redesigned Curriculum Time Line**

- 2016-2017 K-9 (Re)newed Curriculum Introduced
- 2019-2020 Grade 10
- 2020-2021 Grade 11/12

**What has Changed in Redesigned Curriculum**

Curriculum has been redesigned to be:
- more learner-focused and flexible
- focus on core competencies, Big Ideas and learning standards;
• Indigenous culture and perspectives have been integrated into all curriculum.
• more manageable curriculum
• focus on personalized learning
• focus on inquiry and deeper learning
• improved curriculum design and website presentation

New Course Structures:
• 8-credit Career Life Program with flexible delivery options and a Capstone Project
• Health Education has been combined with Physical Education
• Courses designed to be accessible to all students; Communications 11 & 12 discontinued

Three New Provincial Graduation Assessments
• Two Literacy Assessments and one Numeracy Assessment aligned with the redesigned curriculum

Provincial Graduation Assessment Information
• Three new Provincial Graduation Assessments are being introduced to align with the new curriculum. The assessments provide system-level information (schools, districts, and Province) about student performance in literacy and numeracy and communicate feedback to students on their proficiency in numeracy and literacy.
• All courses are fully assessed in the classroom, at the discretion of teachers, with a focus on formative assessment.
• Provincial Graduation Assessments
• Three Provincial Graduation Assessments, aligned with the curriculum, in literacy and numeracy are required for graduation.
• The Graduation Numeracy Assessment was implemented in January 2018. The Grade 10 Graduation Literacy Assessment will be introduced in 2019/20 and the Grade 12 Graduation Literacy Assessment will be introduced in 2020/21.
The following policies are associated with the new assessments:

- Required for graduation.
- Stand-alone assessments (not tied to a specific course).
- Students are expected to take the Graduation Numeracy Assessment in their Grade 10 year.
- Students are expected to take a Graduation Literacy Assessment in their Grade 10 and in their Grade 12 year.
- Students must complete each assessment for graduation. There will be an opportunity for students to re-write the assessments to improve their achievement level.
- Scored on a proficiency scale.
- The student’s best outcome for each of the Provincial Graduation Assessments will be recorded on their final transcript.

Example of the change: “OLD” Science 10 Curriculum Guide

- The document is 115 pages in length
- It contains sections titled:
  - Acknowledgements
  - Preface
  - Introduction to Science 8-10
  - Considerations for Program Delivery
  - Prescribed Learning Outcomes
  - Student Achievement
- There is a one-page PLO overview but the actual course outcomes requires 20 pages

Now: Web based.

- One to two pages on website/document.
- Link here to Provincial Curriculum Web Site https://curriculum.gov.bc.ca/
### BIG IDEAS

- Genes are the foundation for the diversity of living things.
- Chemical processes require energy; change as atoms are rearranged.
- Energy is conserved and its transformation can affect living things and the environment.
- The formation of the universe can be explained by the big bang theory.

### Learning Standards

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are expected to be able to do the following:</td>
<td>Students are expected to know the following:</td>
</tr>
<tr>
<td>Questioning and predicting</td>
<td>• DNA structure and function</td>
</tr>
<tr>
<td>• Demonstrate a sustained intellectual curiosity about a</td>
<td>• Genes and chromosomes</td>
</tr>
<tr>
<td>scientific topic or problem of personal interest</td>
<td>• Simple patterns of inheritance</td>
</tr>
<tr>
<td>• Make observations aimed at identifying their own questions,</td>
<td>• Mechanisms for the diversity of life:</td>
</tr>
<tr>
<td>including increasingly complex ones, about the natural</td>
<td>- Mutation and its impact on evolution</td>
</tr>
<tr>
<td>world</td>
<td>- Natural and artificial selection</td>
</tr>
<tr>
<td>• Formulate multiple hypotheses and predict multiple</td>
<td>• Applications of genetics and ethereal considerations</td>
</tr>
<tr>
<td>outcomes</td>
<td>• Rearrangement of atoms in chemical reactions</td>
</tr>
<tr>
<td>Planning and conducting</td>
<td>• Acid-base chemistry</td>
</tr>
<tr>
<td>• Collaboratively and individually plan, select, and use</td>
<td>• Law of conservation of mass</td>
</tr>
<tr>
<td>appropriate investigation methods, including field</td>
<td>• Energy change during chemical reactions</td>
</tr>
<tr>
<td>work and lab experiments, to collect reliable data</td>
<td>• Practical applications and implications of chemical processes,</td>
</tr>
<tr>
<td>(qualitative and quantitative)</td>
<td>including First Peoples perspectives</td>
</tr>
<tr>
<td>• Assess risks and address ethical, cultural, and/or</td>
<td>• Law of conservation of energy</td>
</tr>
<tr>
<td>environmental issues associated with their proposed</td>
<td>• Transformation of potential and kinetic energy</td>
</tr>
<tr>
<td>methods and those of others</td>
<td>• Local and global impacts of energy transformations from technologies</td>
</tr>
<tr>
<td>• Select and use appropriate equipment, including digital</td>
<td></td>
</tr>
<tr>
<td>technologies, to systematically and accurately collect</td>
<td></td>
</tr>
<tr>
<td>and record data</td>
<td></td>
</tr>
<tr>
<td>• Ensure that safety and ethical guidelines are followed</td>
<td></td>
</tr>
<tr>
<td>in their investigations</td>
<td></td>
</tr>
<tr>
<td>Processing and analyzing data and information</td>
<td></td>
</tr>
<tr>
<td>• Experience and interpret the local environment</td>
<td></td>
</tr>
<tr>
<td>• Apply First Peoples perspectives and knowledge, other</td>
<td></td>
</tr>
<tr>
<td>ways of knowing, and local knowledge as sources of</td>
<td></td>
</tr>
<tr>
<td>information</td>
<td></td>
</tr>
<tr>
<td>• Search and analyze patterns, trends, and connections in</td>
<td></td>
</tr>
<tr>
<td>data, including discerning relationships between</td>
<td></td>
</tr>
<tr>
<td>variables (dependent and independent) and identifying</td>
<td></td>
</tr>
<tr>
<td>inconsistencies</td>
<td></td>
</tr>
<tr>
<td>• Construct, analyze, and interpret graphs (including</td>
<td></td>
</tr>
<tr>
<td>interpolation and extrapolation), models, and/or</td>
<td></td>
</tr>
<tr>
<td>diagrams</td>
<td></td>
</tr>
<tr>
<td>• Use knowledge of scientific concepts to draw conclusions</td>
<td></td>
</tr>
<tr>
<td>that are consistent with evidence</td>
<td></td>
</tr>
<tr>
<td>• Analyze cause-and-effect relationships</td>
<td></td>
</tr>
</tbody>
</table>
What is staying the same

- High standards still placed on core skills (reading, writing, math)
- Still require 80 credits to graduate (52 core credits and 28 elective credits) representing a breadth of subject areas
- No changes to report cards, transcripts or scholarships
- No changes to Independent Directed studies, External Credentials, Course Challenges, Dual Credit courses or Equivalency credits

Curriculum Structure

1. **Focus on learner-centered and flexible learning.**
   - Focus on learner-centered and flexible learning. Personalized options enable students to participate in choosing course content. An inquiry-based, hands-on approach encourages students to take more personal responsibility for learning.
• Teachers have greater flexibility in creating learning environments that are relevant, engaging and novel, promoting local contexts and place-based learning.

• Curriculum structure has 3 main components that work together to support deep learning, regardless of subject: Big Ideas, Content, Curricular Competencies.

• Big Ideas (what students will understand) – generalizations, principles, key concepts

• Content (what students will know) – essential topics and knowledge

• Curricular Competencies (what students will be able to do) – skills, strategies, processes

Core Competencies

• Three core competencies embedded in all learning standards: Communication, Thinking, Personal and Social Competency
The competencies encompass the intellectual, personal and social skills students need to develop for success in life beyond school and to become educated citizens.

Competencies are embedded within the learning standards of all curriculum. They come into play when students are engaged in “doing” in any area of learning. Together, the literacy and numeracy foundations and core competencies contribute to the development of educated citizens.

Courses are not designed to stream student into easier or more difficult pathways.

All courses allow for differentiation of teaching methods and all students are able to access any course.

Examples of Core Using Core Competencies
• [https://player.vimeo.com/video/206355112](https://player.vimeo.com/video/206355112)
• [https://vimeo.com/212714366](https://vimeo.com/212714366)
Comparison of Core and Curricular Competencies

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Curricular Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Role:</strong></td>
<td><strong>Student Role:</strong></td>
</tr>
<tr>
<td>Practice</td>
<td>Practice</td>
</tr>
<tr>
<td>Self-assess</td>
<td>Self-assess</td>
</tr>
<tr>
<td>Reflect on progress</td>
<td>Reflect on progress</td>
</tr>
<tr>
<td>Set goals for next steps</td>
<td>Set goals for next steps</td>
</tr>
<tr>
<td><strong>Teacher Role:</strong></td>
<td><strong>Teacher Role:</strong></td>
</tr>
<tr>
<td>Name and nurture the competencies</td>
<td>Connect curricular competencies to content</td>
</tr>
<tr>
<td>Notice when students are building competencies and discuss</td>
<td>Co-construct criteria with students</td>
</tr>
<tr>
<td>Provide opportunities for students to self-assess</td>
<td>Provide multiple opportunities to practice</td>
</tr>
<tr>
<td></td>
<td>Assess: formatively and summatively</td>
</tr>
</tbody>
</table>

Core Competencies and Curricular Competencies

**CORE COMPETENCIES**
- Underpin the curriculum competencies
- Signal a shift in education away from knowledge acquisition to inquiry and discovery
- Students will build these Core Competencies from K-12 as they become educated life-long learners
- Students will grow continually from where they are

**CURRICULAR COMPETENCIES**
- Are different in each content area
- Are skills students will practice as they learn how to think, communicate and grow as scientists, mathematicians, historians, artists, etc.
Indigenous Education

- Indigenous world views, perspectives and content built into all new and redesigned curricula (K-12).

**Indigenous Model of Culture: Going Deeper**

![Diagram showing Indigenous Model of Culture: Going Deeper](image)
First Peoples Principles of Learning

- Considered throughout curriculum development
- Authentic and meaningful
- Both explicit and implicit
- Big Ideas are guided by the First Peoples Principles of Learning
- Place-based learning

Indigenous Knowledge in the New Curriculum

- When learning about Indigenous peoples, culture, history, and contemporary realities, how can we go deeper in the curriculum – beyond dance, food, stories, art, and clothing?
- There are rich Indigenous curriculum learning opportunities embedded at every grade level K-12, and in every subject area
- Some topics to consider going deeper in our learning include:
  - Traditional
    - communication; decision-making; restitution; reciprocity; teachings/life-lessons
    - learning and teaching techniques
    - leadership/governance and economy
- Social organization/structure
- Rites of passage
  - **Contemporary:**
    - impacts and responses to colonization/colonialism
    - Resilience and revitalization
    - Indigenous authors, artists, films, and leaders
    - wellness and healing
    - walking in two worlds
    - truth and reconciliation

**Indigenous Education - "Equity Scan"**

In SD83, we are examining and addressing inequities for students of Indigenous ancestry
Completion Rate Over Time for Aboriginal and All Students

Curriculum research references

Project/Inquiry Based Learning
Project Based Learning projects are central, not peripheral to the curriculum (the defining feature). The students learn central concepts through the project. (Curricular Competencies)

Project Based Learning projects are focused on questions or authentic problems that “drive” students to struggle with the central concepts and principles of a discipline.

- Projects involve students in a constructive investigation which involves inquiry, knowledge building and resolution.
- Projects are student driven.
- Projects are realistic and address real life challenges. (Authentic Learning)

What are the Benefits of Project/Inquiry Based Learning.

- Project Based Learning helps students develop skill for living in a knowledge-based, highly technological society.
- Project Based Learning lends itself to Authentic Assessment.
- Project Based Learning promotes lifelong learning.
- Project Based Learning accommodates students with varying learning styles and differences.

Numeracy Information
Math Talk process: Elementary

1. Given an equation on slide (26 x 48)
   a. Take two minutes to solve it mentally- no pens and pencils or calculators
   b. If you can solve it one way, try to think of as many strategies as possible during the time frame
2. Record answers on board (only answers - no strategies and keep a poker face)
3. Choose a couple answers and have people explain the strategy they used to get there.
4. Facilitator does the recording of the strategy, so it is written mathematically correctly

**Multiplication (Area model and Distributive property)**
Middle school (Grade 6-8)

Which coupon should I use in the following examples?
Which coupon makes sense for the $44.00 car model, which for the $129.99 drill? Explain your answers, using Mathematical thinking.

Middle School example #2
1) Given the mixed fraction question below. Silently solve it in your head without using pencil or paper. Challenge is then to solve it in more than one way (not just the standard algorithm!) This gets at deep understanding.

\[1 \frac{1}{3} \times \frac{3}{4} =\]

Grade 10 example

Multiplying binomials using area model

\[(x + 2)(x + 3)\]
The diagram illustrates the process of factoring a quadratic expression. The expression $x^2 + 5x + 6$ is broken down into its factors.

Here's the step-by-step breakdown:

1. **Factor $(x+2)$**
   - The expression $(x+2)$ is factored out.

2. **Factor $(x+3)$**
   - The expression $(x+3)$ is factored out.

3. **Product**
   - The product of the factors is $x^2 + 5x + 6$.

The diagram shows the visual representation of these steps, with the factors $(x+2)$ and $(x+3)$ highlighted and the product $x^2 + 5x + 6$ at the bottom.
Odd or Even?

**Big Idea**
- Analyzing and interpreting experiments in data; probability develops an understanding of chance.

**Content**
- Probability Experiments
- Addition and subtraction facts to 20

**Curricular Competencies**
- Explain and justify mathematical ideas and decisions
- Develop and use multiple strategies to engage in problem solving
- Use reasoning to explore and make connections

Leo and Tara are playing a spinner game. When it's a player's turn, they spin both spinners. Then they find the sum of the two numbers. If the sum is EVEN Leo wins. If the sum is ODD Tara wins.

The sum of the first spin is EVEN. Leo likes this game!

"I have a better chance of winning than you."

Use mathematics to decide who is right.

Write a note to the players explaining as many ways as you can who has a better chance.

---

Five years after the start of The Company, The Founders decide to sell it for $750 000. To determine their fair share of the sale price, they agree that any contributions made towards start-up costs will be worth 1.5 times their original value. Contributions made after start-up will not be adjusted.

How much should Jae Eun and Ted each receive from the sale of their company?

Explain and justify your solution.

---

Grad Requirements

- 2004 Grad Program
  - Grades 10-12
- New Grad Program
  - Grades 10-12
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Grade 10-12 Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 Credits Total*</td>
<td><strong>English First Peoples</strong></td>
</tr>
<tr>
<td>52 Required Credits</td>
<td>Grade 10</td>
</tr>
<tr>
<td>28 Elective Credits</td>
<td>Grade 11</td>
</tr>
<tr>
<td>Language Arts 10, 11, 12 (4 credits each)</td>
<td>Grade 12</td>
</tr>
<tr>
<td>Mathematics 10 (4 credits) and a</td>
<td>4 credits</td>
</tr>
<tr>
<td>Mathematics 11 or 12 (4 credits)</td>
<td>4 credits</td>
</tr>
<tr>
<td>Science 10 (4 credits) and a</td>
<td>4 credits</td>
</tr>
<tr>
<td>Science 11 or 12 (4 credits)</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies 10 (4 credits) and a</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies 11 or 12 (4 credits)</td>
<td>4 credits</td>
</tr>
<tr>
<td>Fine Arts and/or Applied Skills 10, 11 or 12 (4 credits)</td>
<td>Arts Education and/or an</td>
</tr>
<tr>
<td>Planning 10 (4 credits) and</td>
<td>Applied Design, Skills, and Technologies 10, 11 or 12 (4 credits)</td>
</tr>
<tr>
<td>Graduation Transitions (4 credits)</td>
<td>Career Life Education (4 credits) and</td>
</tr>
<tr>
<td></td>
<td>Career Life Connections and Capstone Project (4 credits)</td>
</tr>
<tr>
<td>Physical Education 10 (4 credits)</td>
<td>Physical and Health Education 10 (4 credits)</td>
</tr>
<tr>
<td>28 credits of electives</td>
<td>28 credits of electives</td>
</tr>
<tr>
<td>Students must take 5 provincial exams at the Grades 10-12 level to graduate</td>
<td>Students must take three Provincial Assessments in Grades 10-12 to graduate</td>
</tr>
</tbody>
</table>

**Grade 10-12 Curriculum**

**English First Peoples**

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Choose two 2-credit options:</td>
<td>Choose one 4-credit option:</td>
<td>English 12 First Peoples</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>✓ Writing</td>
<td>✓ Literary Studies and Writing</td>
<td>✓ 4-credit course meets requirement for graduation</td>
</tr>
<tr>
<td>✓ Literary Studies</td>
<td>✓ Literary Studies and New Media</td>
<td></td>
</tr>
<tr>
<td>✓ New Media</td>
<td>✓ Literary Studies and Spoken Language</td>
<td></td>
</tr>
</tbody>
</table>

**English Language Arts**

<table>
<thead>
<tr>
<th><strong>Grade 10</strong></th>
<th><strong>Grade 11</strong></th>
<th><strong>Grade 12</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 credits</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choose two 2-credit options:</th>
<th>Choose one 4-credit option:</th>
<th>English Studies 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Literary Studies</td>
<td>✓ Literary Studies</td>
<td>✓ 4-credit course meets requirement for graduation</td>
</tr>
<tr>
<td>✓ Composition</td>
<td>✓ Composition</td>
<td></td>
</tr>
<tr>
<td>✓ Spoken Language</td>
<td>✓ Spoken Language</td>
<td></td>
</tr>
<tr>
<td>✓ New Media</td>
<td>✓ New Media</td>
<td></td>
</tr>
<tr>
<td>✓ Creative Writing</td>
<td>✓ Creative Writing</td>
<td></td>
</tr>
</tbody>
</table>

4-credit elective options:
- Literary Studies
- Composition
- Spoken Language
- New Media
- Creative Writing

* Two paths to earn required Language Arts credits in Grades 10-12:
  - English First Peoples
  - English

**Mathematics**

<table>
<thead>
<tr>
<th>• Grade 10</th>
<th>• Grade 11/12</th>
<th>• Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4 credits</td>
<td>• 4 credits</td>
<td>• 4 credits</td>
</tr>
</tbody>
</table>
• Foundations of Mathematics and Pre-calculus 10
• Workplace Mathematics 10

• Computer Science 11
• Foundations of Mathematics 11
• History of Mathematics 11
• Pre-calculus 11
• Workplace Mathematics 11
• Statistics 12

• Apprenticeship 12
• Calculus 12
• Computer Science 12
• Foundations of Mathematics 12
• Geometry 12
• Pre-calculus 12

### Science

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Credits</td>
<td>4 Credits</td>
<td>4 Credits</td>
</tr>
</tbody>
</table>

- ✓ Science 10
- ✓ Life Sciences 11
- ✓ Chemistry 11
- ✓ Earth Sciences 11
- ✓ Environmental Science 11
- ✓ Physics 11
- ✓ Science for Citizens 11

- ✓ Anatomy and Physiology 12
- ✓ Chemistry 12
- ✓ Geology 12
- ✓ Environmental Science 12
- ✓ Physics 12
- ✓ Specialized Science 12*

*Specialized Science 12 is a flexible, specialty Grade 12 course that allows for other course options (e.g., biochemistry, astronomy, kinesiology, etc.)*

*Science for Citizens 11 is new*

### Socials Studies

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Social Studies 10</td>
<td>✓ Explorations in Social Studies 11</td>
<td>✓ Economics 12</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>✓ Francophone History and Culture 11</td>
<td>✓ Law Studies 12</td>
<td>✓ Genocide Studies 12</td>
</tr>
<tr>
<td>✓ Human Geography 12</td>
<td>✓ Philosophy 12</td>
<td>✓ B.C. First Peoples 12</td>
</tr>
<tr>
<td>✓ Physical Geography 12</td>
<td>✓ Political Studies 12</td>
<td>✓ Comparative Cultures 12</td>
</tr>
<tr>
<td>✓ Social Justice 12</td>
<td>✓ Physical Geography 12</td>
<td>✓ Comparative World Religions 12</td>
</tr>
<tr>
<td>✓ Urban Studies 12</td>
<td>✓ 20th Century World History 12</td>
<td>✓ Contemporary Indigenous Studies 12</td>
</tr>
<tr>
<td>✓ 20th Century World History 12</td>
<td>✓ Asian Studies 12</td>
<td>✓ Contemporary Indigenous Studies 12</td>
</tr>
<tr>
<td>✓ Asian Studies 12</td>
<td>✓ B.C. First Peoples 12</td>
<td>✓ Contemporary Indigenous Studies 12</td>
</tr>
<tr>
<td>✓ B.C. First Peoples 12</td>
<td>✓ Comparative Cultures 12</td>
<td>✓ Contemporary Indigenous Studies 12</td>
</tr>
<tr>
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<td>✓ Contemporary Indigenous Studies 12</td>
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<tr>
<td>✓ Comparative World Religions 12</td>
<td>✓ Contemporary Indigenous Studies 12</td>
<td>✓ Contemporary Indigenous Studies 12</td>
</tr>
</tbody>
</table>

**Arts Education**
- 58 courses posted online in Dance, Drama, Music & Visual Arts
- New courses:
  - Photography 10, 11, 12
  - Musical Theatre 10, 11, 12
  - Dance Company 10, 11, 12
  - Dance Conditioning 11, 12
  - Theatre Company 10, 11, 12
  - Contemporary Music 10, 11, 12
  - Focus on creative and artistic processes, discipline-specific language

**ADST (Applied Design, Skills and Technologies)**
- 56 courses posted online
- Several new courses
- Design Thinking and/or Service Learning a key focus in the competencies
- Grades 10-12 course options in:
  - Business Ed
  - Home Economics and Culinary Arts
  - ICT
  - Tech Ed

Languages
- Gitxenimx ~ Gitxsanimax, Halq’eméylem, Heiltsuk, Hul’q’umi’num’, Kwak’wala, Liqwala/Kwakwala, nsíylxcan, Tsek’ene, Upper St’at’imcets, Xaayda Kil / Xaad Kil, Nte?kepmxcin, Nuučaan̓uɬ, Secwepemctsin, SENĆOŦEN, Shashishalem, Sim’algaxhl Nisga’a, Sm’algyax available
- Core French, Punjabi, Spanish, German, Japanese, Mandarin Chinese, American Sign Language, Italian, Korean
- Spanish Entry 9 has been created as a new course
- Introductory 11 has been created for all languages
- All language templates are under redesign, including First Nations language template

Physical Health and Education

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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</thead>
<tbody>
<tr>
<td>Physical &amp; Health Education 10</td>
<td>Active Living 11</td>
<td>Active Living 12</td>
</tr>
<tr>
<td></td>
<td>Fitness and Conditioning 11</td>
<td>Fitness and Conditioning 12</td>
</tr>
<tr>
<td></td>
<td>Outdoor Education 11</td>
<td>Outdoor Education 12</td>
</tr>
</tbody>
</table>

- Key Shifts in Physical Education
  - PE and Health are brought together to focus on overall well-being K-12
  - DPA is explicitly built into K-10 PHE curricula
  - 11/12 courses continue with active approaches

Career Education

<table>
<thead>
<tr>
<th>2018/19</th>
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<tbody>
<tr>
<td>✓ Career Life Education</td>
<td>✓ Career Life Connections (includes Capstone)</td>
</tr>
<tr>
<td>✓ Planning 10 no longer offered</td>
<td>✓ GT no longer offered</td>
</tr>
</tbody>
</table>
• Career Life Connections includes Capstone as a key learning standard
• Progress will be “graded”
• Requirements Met not to be used
• DRAFT guide to support implementation now posted
  o includes an overview, delivery examples, and information on Capstone

The biggest change to the graduation requirements for students on the new Graduation Program involves the retirement of two courses (Planning 10 and Graduation Transitions), and the introduction of 8 credits in Career Education:

• Career Life Education
• Career Life Connections with Capstone

**Capstone**

• Create a personal integrated plan for post-graduation that articulates choices related to (but not limited to):
  o Career
  o Education
  o Personal Passions
  o Finances - Health and Well-being

• Design, assemble, and present a capstone project to an audience that demonstrates reflection on personal learning and achievement (in and out of school), growth in the core competencies, and reflection on a post-graduation plan.

**GRADUATION ASSESSMENTS**

Purposes:

• Serve as a graduation requirement for all students
• Is a formative assessment and can help inform student learning
• Provide students with evidence of their proficiency in numeracy and literacy for use after graduation
• Provide system level performance information in the areas of numeracy and literacy
Exam has 24 computer marked questions. There are four different scenarios and each scenario has 6 questions.
Student chooses two (of four) long written questions.

Sample Question (This example is one of the long-written questions).

It is a “Fair Share” type of question.

-the long-written questions (particularly in the Fair Share type) don’t usually have one exact answer.
There will be a range of answers depending on how you decide to approach the question. The student MUST explain completely how they arrive at their solution. They can explain using WORDS, DIAGRAMS, and CALCULATIONS.
Current thinking is to have the graduation assessment reported on the transcript using the proficiency scale outlined below.

**Proficiency Scale**
- A proficiency category such as the following will be implemented to report overall performance on both the Numeracy and Literacy assessment.
- It will be descriptive in nature and will indicate what skills the student has demonstrated to attain that level.

The proficiency category will be recorded on the transcript.
# TRANSSCRIPT OF GRADES
Graduation Program 2018

**Ministry of Education**

**Personal Information**
- Name: Doe, Jane Marie
- Student ID: 06161024
- Address: 1234 Student Drive, Victoria, BC, V9A 9A9

**Graduate Address**
- 8333 School Drive, Victoria, BC, A1B 2C3

**Transcripts**

<table>
<thead>
<tr>
<th>COURSE / ASSESSMENT</th>
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**Graduation Transitions**
- Graduation Transitions to 2016/06: GT 13
- Graduation Transitions to 2017/06: NME 3

**Literacy and Numeracy Assessments**
- **Literacy English**: LTR 15
- **Numeracy English**: NME 16

**Course Achievement Indicators**
- A: Excellent Performance
- B: Very Good Performance
- C: Satisfactory Performance
- D: Minimum Acceptable Performance

**Literacy and Numeracy Assessments**

1. Emerging - Demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.
2. Developing - Demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.
3. Proficient - Demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.
4. Exemplary - Demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

**2018 Graduation Program Requirements**
- Minimum 16 credits over Grades 11-12, including successful completion of the courses listed below. Students may have earned more credits than required and, if that is the case, their credits will be transferred to the last required items.
- All Ministry-authorized, Board/Authority-authorized or post-secondary courses count toward graduation.
- The graduation requirements below are designated by a code number (e.g., 1-13) in the REQ. column.

**Certified a True Copy of the Original Record Which Is Retained at the Ministry of Education**

**Executive Director**

**Abbreviations**
- AEG: Aerogel standing for a provincial exam or assessment granted because of illness or domestic affliction
- AP: Advanced Placement Course
- BA: Board/Authority-authorized course
- LD: Locally Developed Course (non-credit course)
- IB: International Baccalaureate Course
- ID: Independent Directed Studies

For post-secondary courses (PS) see post-secondary transcript for additional course details.
Implementation schedule for Students During Transition

Provincial Graduation Assessments

Students currently in Grade 9
- In 2018/19 (Grade 9) – No provincial assessment
- In 2019/20 (Grade 10) – Grade 10 Graduation Numeracy Assessment and Grade 10 Graduation Literacy Assessment
- In 2020/21 (Grade 11) – No provincial assessment
- In 2021/22 (Grade 12) – Grade 12 Graduation Literacy Assessment

Students currently in Grade 10
- In 2018/19 (Grade 10) – Grade 10 Graduation Numeracy Assessment
- In 2019/20 (Grade 11) – Grade 10 Graduation Numeracy Assessment (if not already written)
- In 2020/21 (Grade 12) – Grade 12 Graduation Literacy Assessment

Students currently in Grade 11
- In 2018/19 (Grade 11) – Grade 10 Graduation Numeracy Assessment (if not already written)
- In 2019/20 (Grade 12) – Grade 10 Graduation Numeracy Assessment (if not already written)

Students currently in Grade 12
- In 2018/19 (Grade 12) – Language Arts 12 provincial exam
- In 2018/19 (Grade 12) – Grade 10 Graduation Numeracy Assessment (if not already written and if Math 10 provincial exam not written)

Universities

On Core Competencies:
"For many institutions who have developed “institutional learning outcomes” or “graduate attributes”, they’ll be pleased to see that many of the same skills and attributes (critical thinking, communication skills, self-regulation, valuing diversity) are now part of a student’s K-12 educational background. Students will come into Post Secondary institutions more aware of the skills and attributes required for learning success."

Know/Do/Understand:
"The curriculum has less “knowing” and more “doing” along with focusing on the big ideas. Students should come into post-secondary hopefully with stronger skills, strategies and processes for applying and doing the learning. The previous K-12 curriculum had a lot of ‘knowing’ and a larger amount of content to attend to, whereas this new curriculum is focused on the “how” of learning in a subject area."

- Students will be coming to PSE institutions more aware about First Peoples history, culture and perspectives. PSE institutions are already working on how they can integrate these same First Peoples history, culture and perspectives in their courses and classes. This is a challenge for both sectors (K-12 and PSE) as this takes time for educators to learn themselves, clarify their own misconceptions and experiences and get to a place where they are appropriately integrating
Indigenous perspectives and ways of knowing in their classes in meaningful and authentic ways. A simple checklist of ways to change your class or adding new literature or posters to curriculum is not the way to approach appropriate integration. The challenge by all educators and support staff is to embrace Indigenous learning as a life-long journey – as it is going to take a while to feel comfortable and understand what needs to be done.

Indigenous Content

• Students will be coming to PSE institutions more aware about First Peoples history, culture and perspectives. PSE institutions are already working on how they can integrate these same First Peoples history, culture and perspectives in their courses and classes. This is a challenge for both sectors (K-12 and PSE) as this takes time for educators to learn themselves, clarify their own misconceptions and experiences and get to a place where they are appropriately integrating Indigenous perspectives and ways of knowing in their classes in meaningful and authentic ways. A simple checklist of ways to change your class or adding new literature or posters to curriculum is not the way to approach appropriate integration. The challenge by all educators and support staff is to embrace Indigenous learning as a life-long journey – as it is going to take a while to feel comfortable and understand what needs to be done.

Communicating Student Learning

School District 83 Assessment Policy

Quality assessment:
School District 83 believes the primary purpose of assessment is to gather evidence and to provide information to improve student learning.

• is fair, transparent, meaningful and responsive to all learners
• focuses on all three components of the curriculum model – knowing, doing, understanding
• provides ongoing descriptive feedback to students
• is ongoing, timely, specific, and embedded in day to day instruction
• provides varied and multiple opportunities for learners to demonstrate their learning
• involves students in their learning
• promotes development of student self-assessment and goal setting for next steps in learning
• communicates clearly to the learner and parents where the student is at, what they are working towards, and the ways that learning can be supported

Reporting (Communicating Student Learning)
School District 83 is firmly committed to effective practices for reporting and communicating student learning.
is a shift from “episodic” reporting to timely, meaningful, authentic and child-specific communication of learning.

provides meaningful descriptions, collections and/or demonstrations of student learning.

informs students, parents and others what has been accomplished (based on standards or benchmarks) and the next steps in the learning process.

involves curricular competencies, key areas of learning, and student self-assessment.

provides personalized, child-specific feedback, including ways to support learning at school and at home.

Through multiple means and varied strategies, student learning is made visible, and successes are celebrated. In this process, new learning goals and targets are established and ways to support student learning are described.

Learning is a process and knowing where you are is more important than where you started or how long it took for you to get there.

Goals and aspirations for Reporting, where we are trying to get to

- Shift from “reporting” to “communicating student learning”
- Support meaningful and clear communication between teachers, parents and learners
- Enable ongoing communication
- Student Self Report on core competencies
- Maintain formal, written summative reports at key times in the year
- Use clear and understandable language
- Move toward meaningful descriptions, collections and/or demonstrations of student learning.
We are using a 7 point scale for reporting K-9

- 1 = Emerging = Not at grade level
- 2 = Between Emerging and Developing = Not at grade level
- 3 = Developing = Inconsistent at grade level = C-
- 4 = Between Developing and Proficient = At grade level = C
- 5 = Proficient = At grade level = C+
- 6 = Between Proficient and Extending = Above grade level = B
- 7 = Proficient = Above grade level = A

Student-Parent-Teacher Conference

- Intent is
  - to increase communication
  - make sure that communication is clear and understandable
  - Student, Parent and Teacher are all working together on common goal
Assessment Compared

<table>
<thead>
<tr>
<th></th>
<th>Based on assessment METHODS (tests, quizzes, projects and correctness).</th>
<th>Based on ability to show proficiency on clear learning standards/competencies.</th>
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</thead>
<tbody>
<tr>
<td>Assessment based on a mix of understanding, effort and participation. May be affected by penalties or extra credits.</td>
<td>Assessment based on understanding of identified learning standards/competencies.</td>
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<tr>
<td>Final assessment averaged by all scores regardless of when collected.</td>
<td>Based on most recent evidence of proficiency - what student is capable of now.</td>
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</tr>
<tr>
<td>One assessment entry per assignment.</td>
<td>Several competencies assessed on a single task. Several tasks to assess one competency.</td>
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</tr>
<tr>
<td>Assessment focused solely on content.</td>
<td>Content is a vehicle to assess the competencies</td>
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### Traditional Grade Book

<table>
<thead>
<tr>
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<th>Homework Average</th>
<th>Quiz 1</th>
<th>Chapter 1 Test</th>
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<tr>
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### Standards-Based Grade Book

<table>
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<tr>
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<th>Objective 1: Write an alternate ending for a story</th>
<th>Objective 2: Identify the elements of a story</th>
<th>Objective 3: Compare and contrast two stories</th>
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<tr>
<td>Amanda</td>
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<td>Proficient</td>
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Gradebooks
Currently looking at this for grades 10-12

A Traditional Gradebook: Reporting First

- 2 dimensional
- weighted/averaged gradebooks because “we’ve always done it that way”
○ How well informed?

A Standards Based Gradebook (SBG): Learning First

○ 3 dimensional
○ Trend focus
○ Informs instruction
○ What did they learn?
What Does it Tell You?

<table>
<thead>
<tr>
<th>Name</th>
<th>Homework Average</th>
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**Standards-Based Grade Book**

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Standards Based Assessment

Learning tasks are assessed against standards rather than “marked”.

Example from Mathematics 4

Communicate mathematical thinking in many ways.
(pictorially, words, symbolically, etc.)

“Answer this question as many ways as you can.”
Standards Based Grade Book

- Allows teachers to attach BC’s curricular competencies to learning tasks
- Provides a comprehensive picture of student growth
- Gives teachers a tool for planning instruction for the class and for individual students

Let’s have a look!

The standards-based grade book gives a wealth of information to help the teacher adjust instruction.

Note that two objectives (1 and 3) may require more class instruction. The notations for Objective 2, on the other hand, suggest that the class only needs practice and one student needs some reteaching.

Students can also see much more information about their learning. In the traditional grade book, Amanda would assume she is in great shape, but standards-based grading reveals that she has not mastered a crucial concept.

Gifted and talented students can be truly challenged in a standards-based classroom because if they show early mastery of fundamental skills and concepts, they can then concentrate on more challenging work that is at higher levels of Bloom's taxonomy or that seeks connections among objectives.

Students who struggle can continue to retest and use alternate assessments until they show proficiency, and they are not penalized for needing extended time. I guide students with special needs to modify their work and, if needed, develop different ways of demonstrating that they've met their proficiency goals. Their working styles can be easily accommodated in this system because modified assignments and assessments require no special adjustments in the grade book.

The grade book simply shows where they are in meeting the standards, without reference to how they are demonstrating their learning or what modifications needed to be made.

Example of Quality Assessment
Austin’s butterfly link to see how good assessment impacts learning
- Austin’s Butterfly

Information about BC Education System
- Canada – top 10
- BC – top 5

- Higher Education proportion (55% vs 35%)

- Theme of Equity
  - Fairness and equal access
  - Immigrant achievement
  - Narrow socio-economic gaps

- Teaching – selective entry, well paid

- Literacy – systemic efforts to identify schools and support individuals who require support

**Why Change the Curriculum? The Future**

Rate of Change in today’s society

**The Age of Accelerations**

![Graph showing the rate of change with different stages: Computing Era, Tabulation, Programing, Artificial Intelligence, Human Adaptability, Technological Innovation, We are Here.](image-url)
Skills for today and tomorrow’s workforce

**Top Ten Skills Important in the Workforce**

<table>
<thead>
<tr>
<th>2015</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complex Problem Solving</td>
<td>1. Complex Problem Solving</td>
</tr>
<tr>
<td>2. Co-ordinating with Others</td>
<td>2. Critical Thinking</td>
</tr>
<tr>
<td>3. People Management</td>
<td>3. Creativity</td>
</tr>
<tr>
<td>5. Negotiation</td>
<td>5. Co-ordinating with Others</td>
</tr>
<tr>
<td>6. Quality Control</td>
<td>6. Emotional Intelligence</td>
</tr>
<tr>
<td>7. Service Orientation</td>
<td>7. Judgement + Decision Making</td>
</tr>
</tbody>
</table>

Source: Future of Jobs Report, World Economic Forum

Changing World and Job future

_In many industries and countries, the most in-demand occupations or specialties did not exist 10 or even five years ago, and the pace of change is set to accelerate. By one popular estimate, 65% of children entering primary school today will ultimately end up working in completely new job types that don’t yet exist._

References and Links

- Curriculum research references
  - [https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/references.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/references.pdf)
- Provincial Curriculum Website
  - [https://curriculum.gov.bc.ca/](https://curriculum.gov.bc.ca/)
- 5 Key changes in BC's new curriculum
  - [https://wordpress.viu.ca/ciel/2017/12/28/5-key-changes-in-bcs-new-k-12-curriculum](https://wordpress.viu.ca/ciel/2017/12/28/5-key-changes-in-bcs-new-k-12-curriculum)
- Link to sd83 strategic plan
  - [https://sd83.bc.ca/strategic-plan/](https://sd83.bc.ca/strategic-plan/)
- Example of Quality assessment
  - Austin’s Butterfly
• Core Competency examples
  • https://player.vimeo.com/video/206355112
  • https://vimeo.com/212714366