School District No. 83 (North Okanagan-Shuswap)

B.C.'s Redesigned Curriculum

A GUIDE FOR OUR PARENTS AND STUDENTS

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

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;

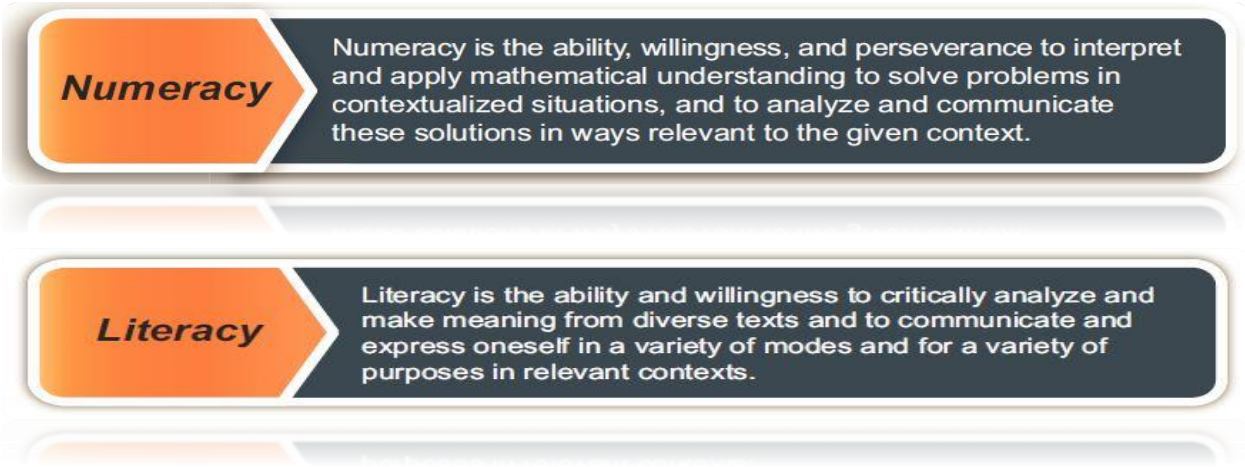
- Indigenous culture and perspectives have been integrated into all curriculum.
- more manageable curriculum
- focus on personalized learning
- focus on inquiry and deeper learning
- improved curriculum design and website presentation

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

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

Learning Standards (continued)

Curricular Competencies	Content
Evaluating • Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions • Describe specific ways to improve their investigation methods and the quality of the data • Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled • Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and secondary sources • Consider the changes in knowledge over time as tools and technologies have developed • Connect scientific explorations to careers in science • Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations and to evaluate claims in secondary sources • Consider social, ethical, and environmental implications of the findings from their own and others' investigations • Critically analyze the validity of information in secondary sources and evaluate the approaches used to solve problems **Applying and innovating** • Contribute to care for self, others, community, and world through individual or collaborative approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving • Contribute to finding solutions to problems at a local and/or global level through inquiry • Consider the role of scientists in innovation **Communicating** • Formulate physical or mental theoretical models to describe a phenomenon • Communicate scientific ideas, claims, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations • Express and reflect on a variety of experiences, perspectives, and worldviews through **place**	• **First Peoples perspectives on energy** • nuclear energy and **radiation**: – fission versus fusion – **technologies and applications**, and **implications** • formation of the universe: – big bang theory – **components of the universe over time** – **astronomical data and collection methods**

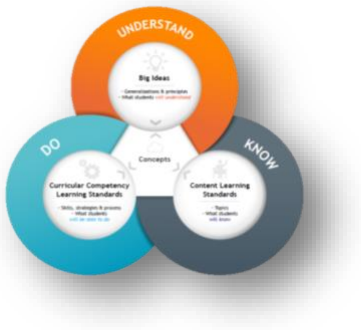
What is staying the same

- 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 Idea**s (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://vimeo.com/212714366

Comparison of Core and Curricular Competencies

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

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

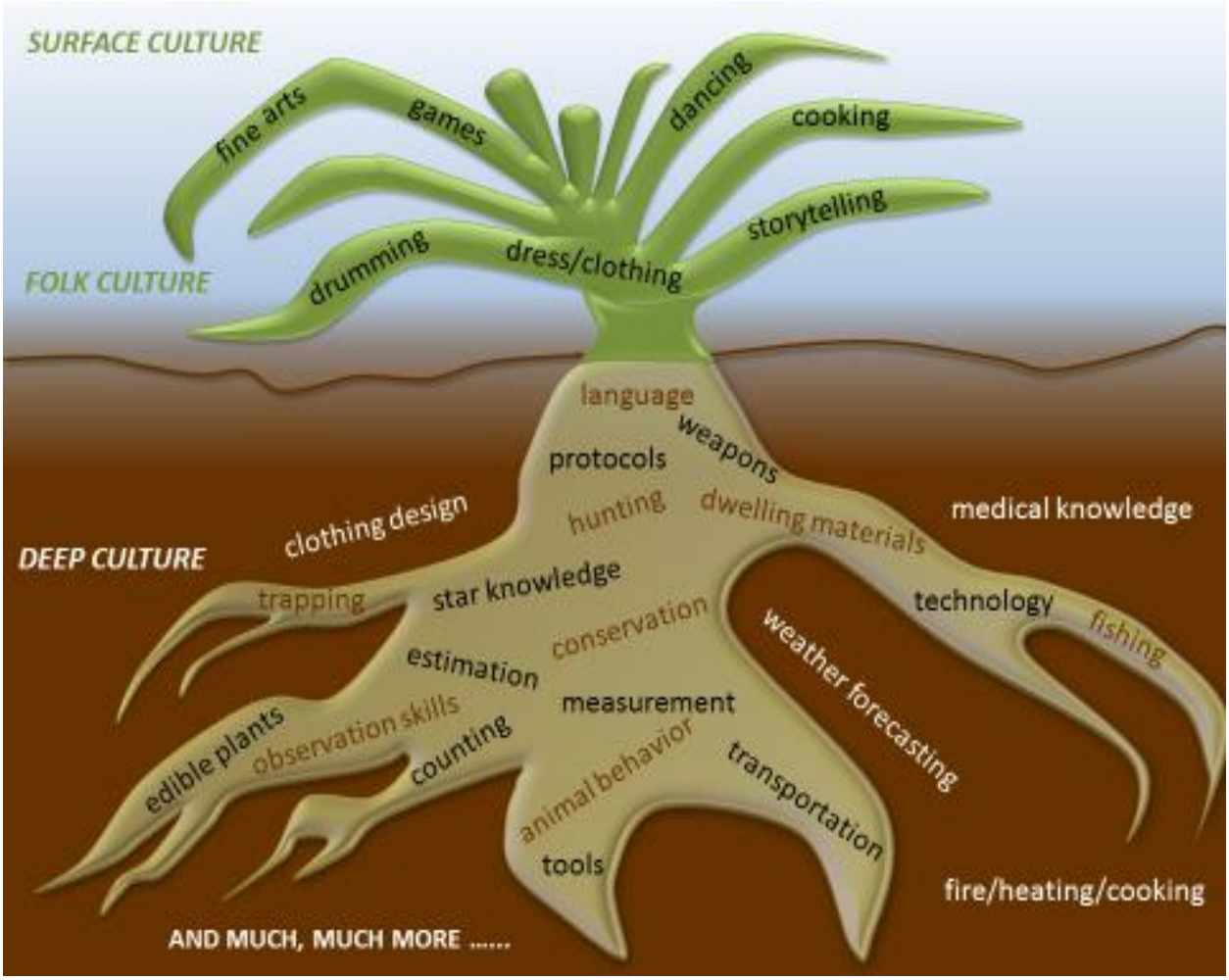
CURRICULAR COMPETENCIES

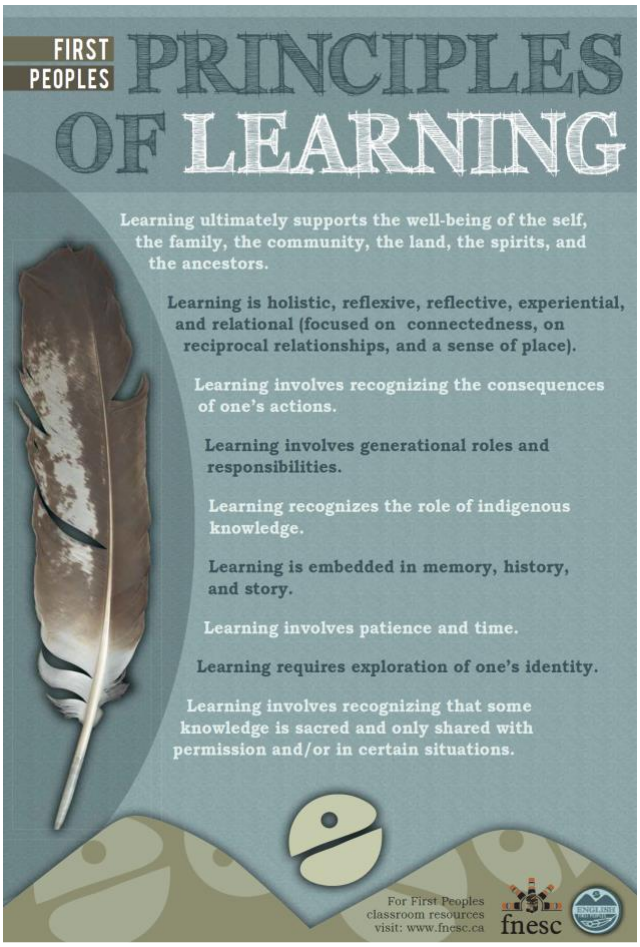
- Are different in each content area
- Are skills students will practice as they learn how to think, communicate and grow as scientists, mathematicians, historians, artists, etc.

Indigenous Education

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

<u>Indigenous Model of Culture: Going Deeper</u>

- 

- 

First Peoples Principles of Learning

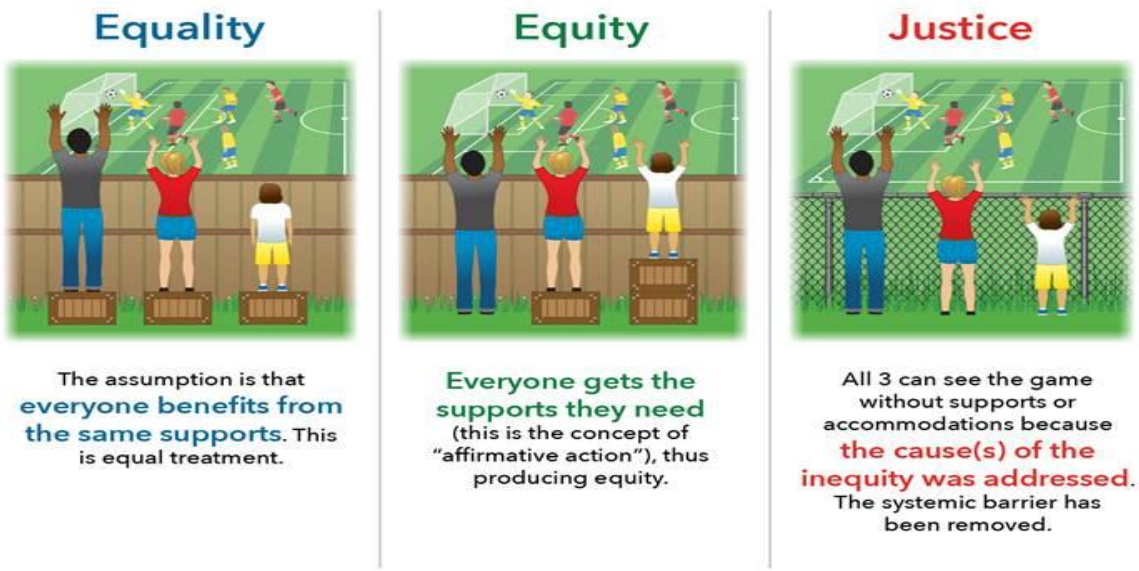
- Considered throughout curriculum development
- Authentic and meaningful
- Both explicit and implicit
- Big Ideas are guided by the First Peoples Principles of Learning
- Place-based learning

<u>Indigenous Knowledge in the New Curriculum</u>

- 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:
    - **<u>Traditional</u>**
        - communication; decision-making; restitution; reciprocity; teachings/life-lessons
        - learning and teaching techniques
        - leadership/governance and economy

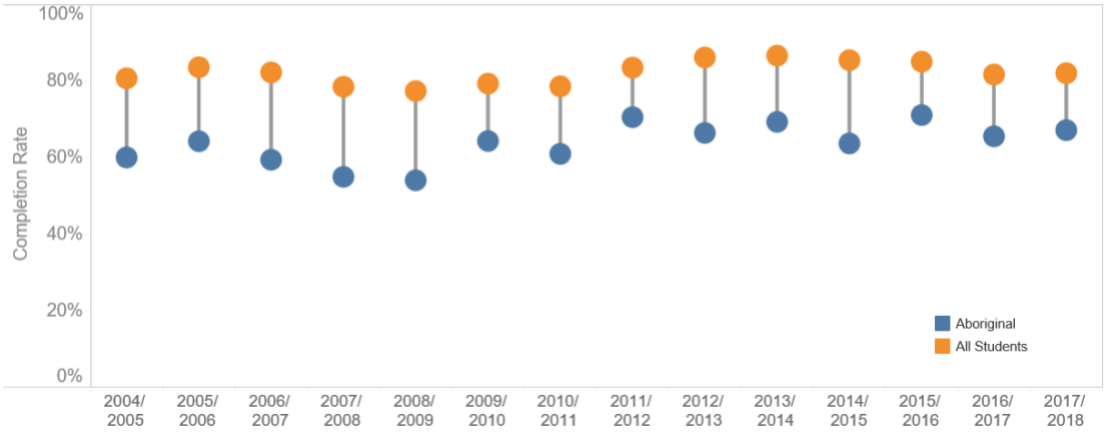
        - Social organization/structure
        - Rites of passage
    - **Contemporary:**
        - impacts and responses to colonization/colonialism
        - Resilience and revitalization
        - Indigenous authors, artists, films, and leaders
        - wellness and healing
        - walking in two worlds
        - 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

- https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/references.pdf

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.

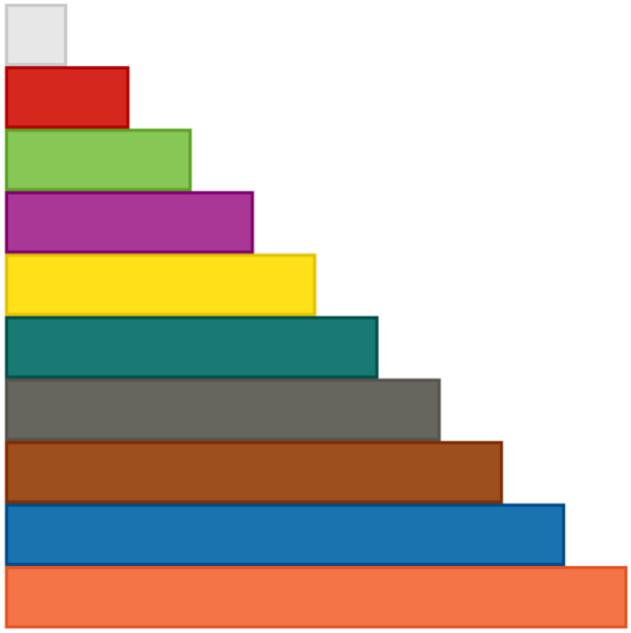
Numeracy Information

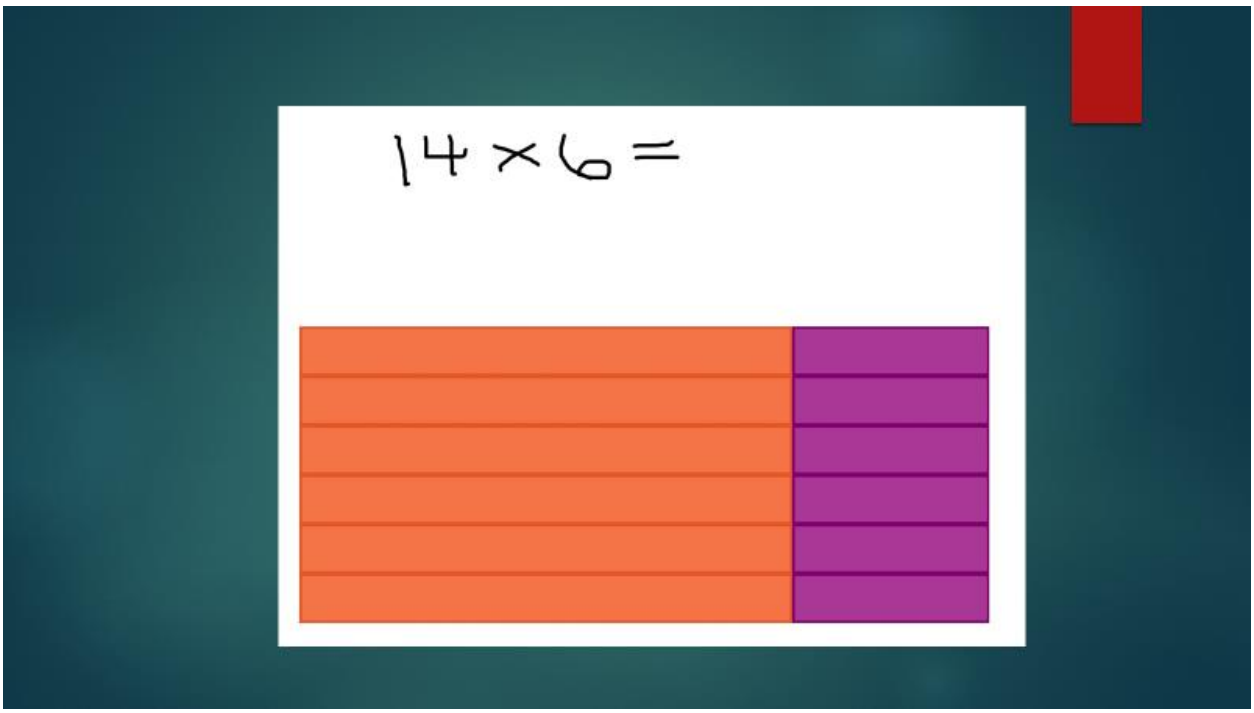
<u>Math Talk process: Elementary</u>

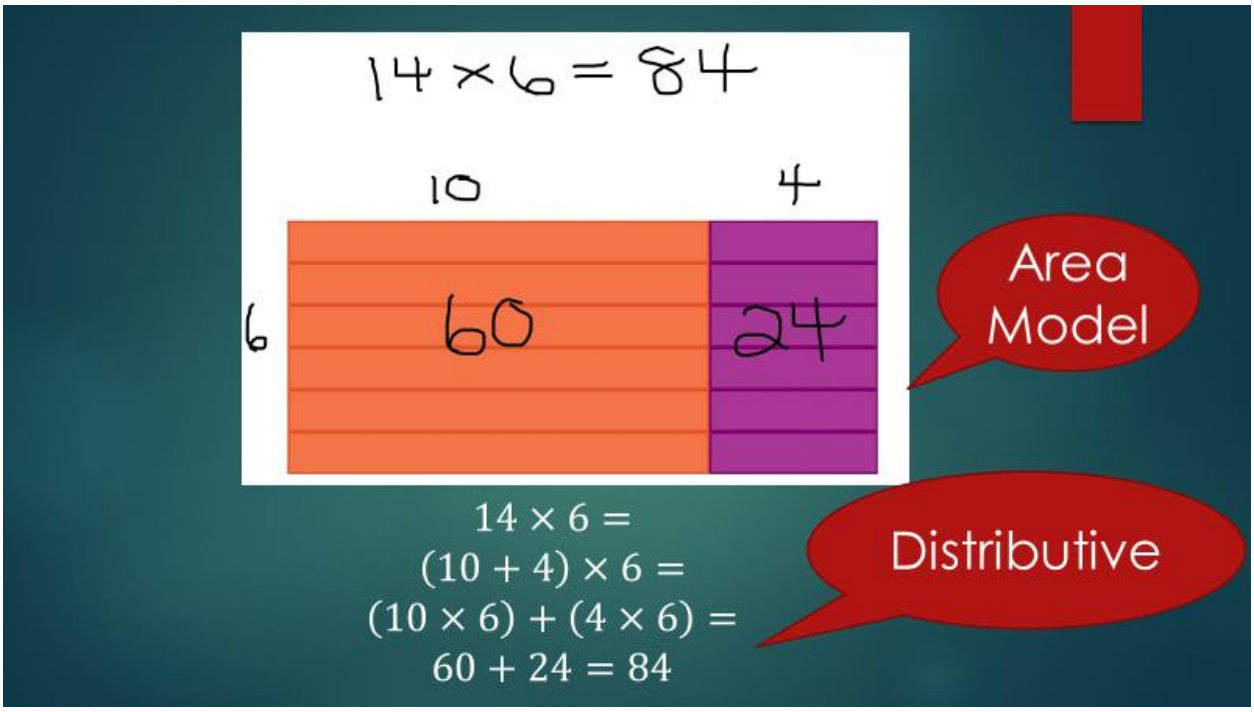
1. Given an equation on slide (26 x 48)
    a. Take two minutes to solve it mentally- no pens and pencils or calculators
    b. If you can solve it one way, try to think of as many strategies as possible during the time frame

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)







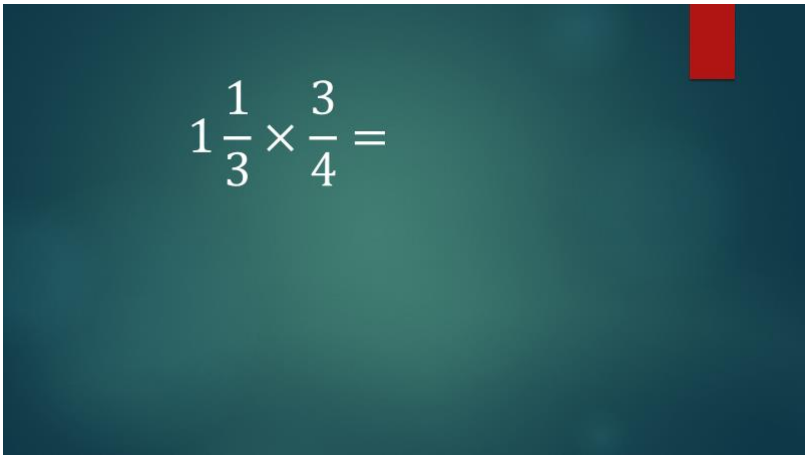
Middle school (Grade 6-8)

Which coupon should I use in the following examples?

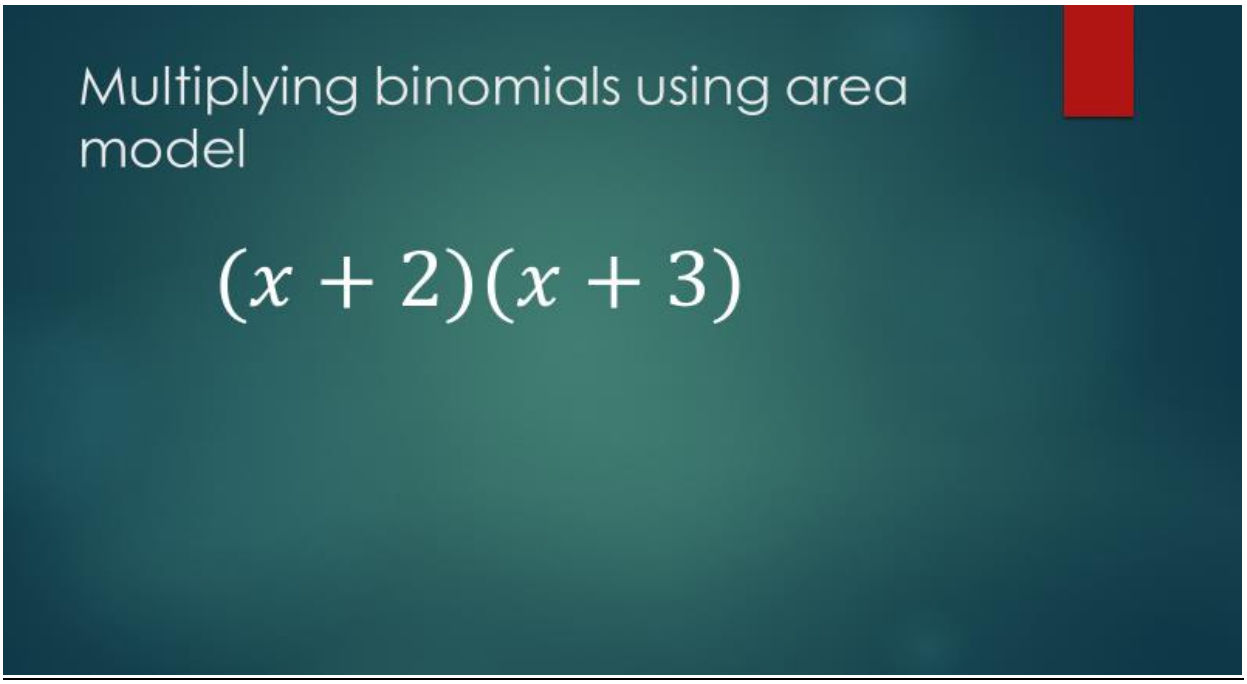
Which coupon makes sense for the $44.00 car model, which for the $129.99 drill? Explain your answers, using Mathematical thinking.

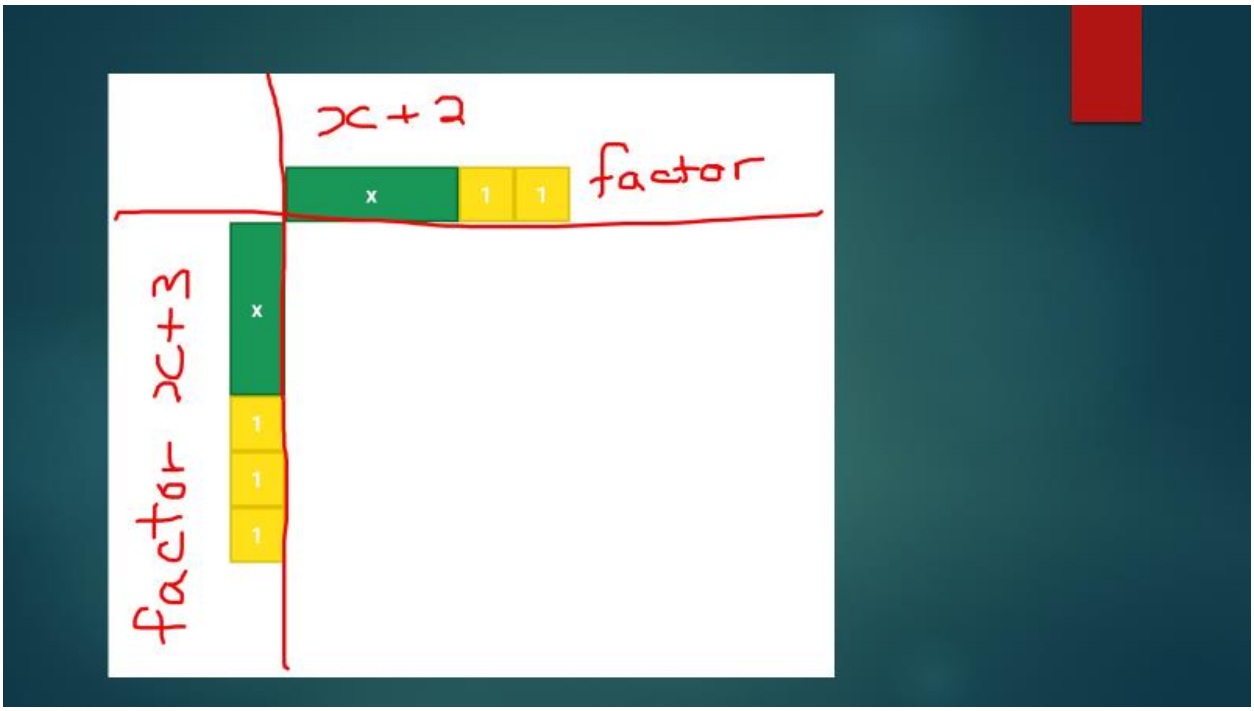
<u>Middle School example #2</u>

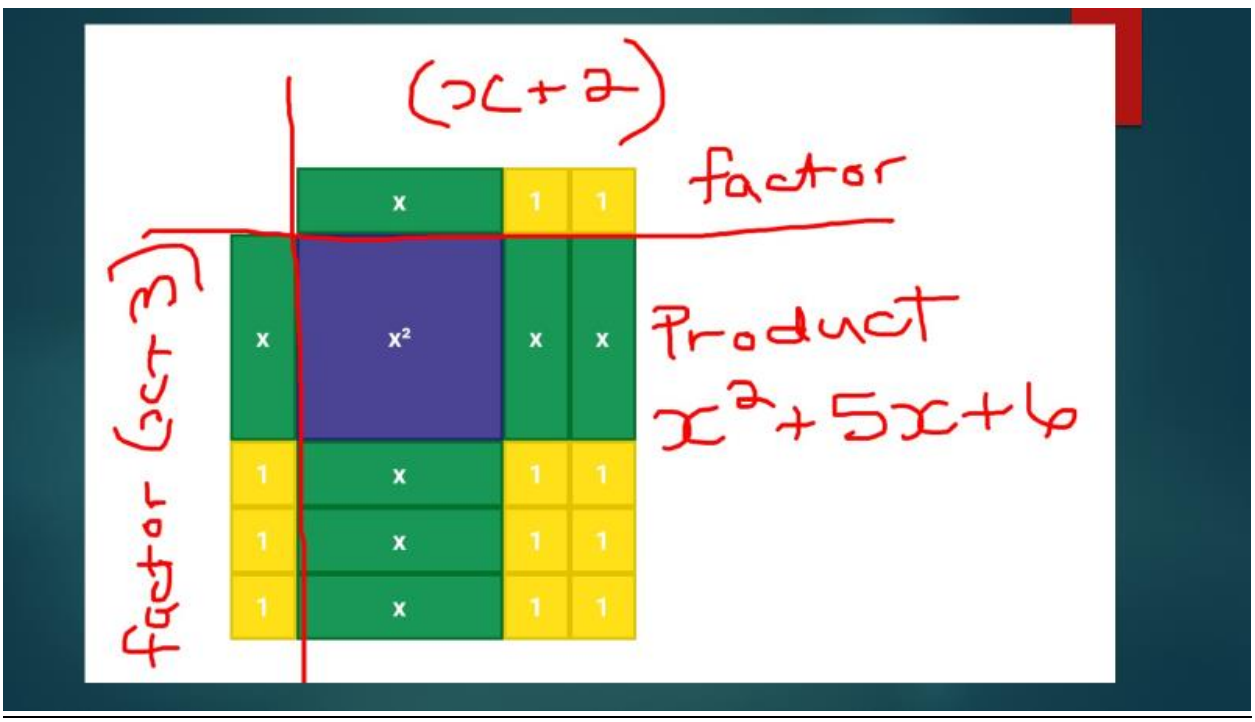
1) Given the mixed fraction question below. Silently solve it in your head without using pencil or paper. Challenge is then to solve it in more than one way (not just the standard algorithm!) This gets at deep understanding.



Grade 10 example




x + 2
factor
x
1
1
factor x+3
x
1
1
1


(x + 2)
factor
x
1
1
factor (x+3)
x
x²
x
x
1
x
1
1
1
x
1
1
1
x
1
1
Product
x² + 5x + 6

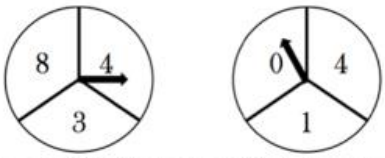
Odd or Even?

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**

• 80 Credits Total* • 52 Required Credits • 28 Elective Credits	• 80 Credits Total • 52 Required Credits • 28 Elective Credits
• Language Arts 10, 11, 12 (4 credits each)	• Language Arts 10, 11, 12 (4 credits each)
• Mathematics 10 (4 credits) and a • Mathematics 11 or 12 (4 credits)	• Mathematics 10 (4 credits) and a • Mathematics 11 or 12 (4 credits)
• Science 10 (4 credits) and a • Science 11 or 12 (4 credits)	• Science 10 (4 credits) and a • Science 11 or 12 (4 credits)
• Social Studies 10 (4 credits) and a • Social Studies 11 or 12 (4 credits)	• Social Studies 10 (4 credits) and a • Social Studies 11 or 12 (4 credits)
• Fine Arts and/or Applied Skills 10, 11 or 12 (4 credits)	• Arts Education and/or an • Applied Design, Skills, and Technologies 10, 11 or 12 (4 credits)
• Planning 10 (4 credits) and • Graduation Transitions (4 credits)	• Career Life Education (4 credits) and • Career Life Connections and Capstone Project (4 credits)
• Physical Education 10 (4 credits)	• Physical and Health Education 10 (4 credits)
• 28 credits of electives	• 28 credits of electives
• Students must take 5 provincial exams at the Grades 10-12 level to graduate	• Students must take three Provincial Assessments in Grades 10-12 to graduate

Grade 10-12 Curriculum

English First Peoples

Grade 10 **4 credits**	**Grade 11** **4 credits**	**Grade 12** **4 credits**

Choose two 2-credit options: ✓ Writing ✓ Literary Studies ✓ New Media ✓ Spoken Language	*Choose one 4-credit option:* ✓ Literary Studies and Writing ✓ Literary Studies and New Media ✓ Literary Studies and Spoken Language	*English 12 First Peoples* ✓ 4-credit course meets requirement for graduation

English Language Arts

Grade 10 **4 credits**	**Grade 11** **4 credits**	**Grade 12** **4 credits**
Choose two 2-credit options: ✓ Literary Studies ✓ Composition ✓ Spoken Language ✓ New Media ✓ Creative Writing	*Choose one 4-credit option:* ✓ Literary Studies ✓ Composition ✓ Spoken Language ✓ New Media ✓ Creative Writing	*English Studies 12* ✓ 4-credit course meets requirement for graduation 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

• **Grade 10** • **4 credits**	• **Grade 11/12** • **4 credits**	• **Grade 12** • **4 credits**

• 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

Grade 10 **4 Credits**	**Grade 11** **4 Credits**	**Grade 12** **4 Credits**
✓ 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

Grade 10	**Grade 11**	**Grade 12**

✓ Social Studies 10	✓ Explorations in Social Studies 11 ✓ Francophone History and Culture 11	✓ Economics 12 ✓ Genocide Studies 12 ✓ Human Geography 12 ✓ Law Studies 12 ✓ Philosophy 12 ✓ Political Studies 12 ✓ Physical Geography 12 ✓ Social Justice 12 ✓ Urban Studies 12 ✓ 20th Century World History 12 ✓ Asian Studies 12 ✓ B.C. First Peoples 12 ✓ Comparative Cultures 12 ✓ Comparative World Religions 12 ✓ Contemporary Indigenous Studies 12

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

- Gitxsenimx ~ Gitxsanimax, Halq'eméylem, Heiltsuk, Hul'q'umi'num', Kwak'wala, Liqwala/Kwakwala, nsíylxcən, Tsek'ene, Upper St'at'imcets, Xaayda Kil / Xaad Kil, Nte?kepmxcin, Nuučaan̓ułʼ, 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

Grade 10	**Grade 11**	**Grade 12**
Physical & Health Education 10	Active Living 11 Fitness and Conditioning 11 Outdoor Education 11	Active Living 12 Fitness and Conditioning 12 Outdoor Education 12

- 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

2018/19	**2019/20**
✓ Career Life Education ✓ Planning 10 no longer offered	✓ Career Life Connections (includes Capstone) ✓ GT no longer offered

✓ GT still in place	

- 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
    - 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

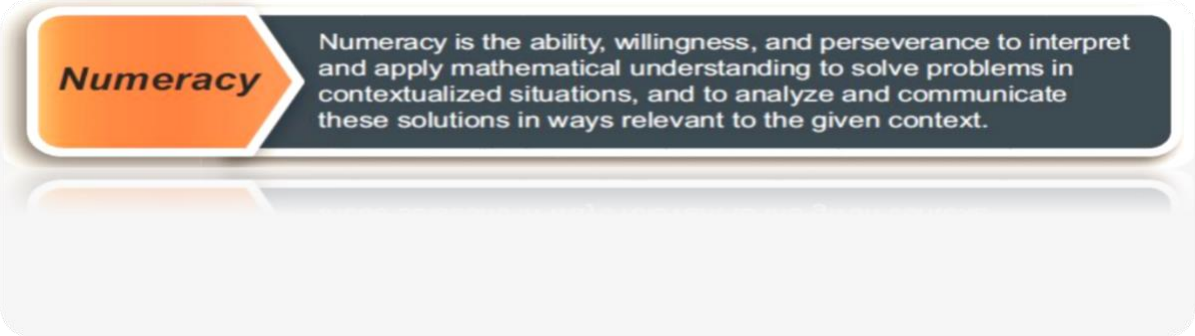
- Create a personal integrated plan for post-graduation that articulates choices related to (but not limited to):
    - Career
    - Education
    - Personal Passions
    - Finances- Health and Well-being
- Design, assemble, and present a capstone project to an audience that demonstrates reflection on 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

Grade 10 Numeracy Assessment



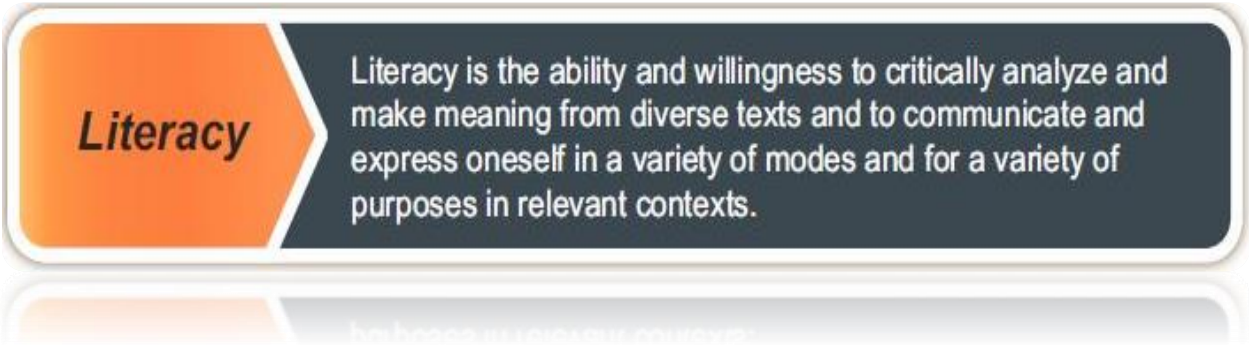
- Exam has 24 computer marked questions. There are four different scenarios and each scenario has 6 questions.
- Student chooses two (of four) long written questions.

<u>Sample Question (This example is one of the long-written questions).</u>

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

Grade 10 Graduation Literacy Assessment



Grade 12 Graduation Literacy Assessment

Provincial implementation -2020/21 School

Reporting Graduation Assessments (current thinking -decision not finalized yet)

Current thinking is to have the graduation assessment reported on the transcript using the proficience 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

How

Proficiency Scale	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Transcripts

BRITISH COLUMBIA

Ministry of Education

TRANSCRIPT OF GRADES
Graduation Program 2018

PERSONAL EDUCATION NUMBER	BIRTHDATE	ISSUE DATE
123456789	01/12/01	21-NOV-2017

NAME: My Favourite Secondary
STREET ADDRESS OR P.O. BOX NO.: 8333 School Drive
CITY: VICTORIA, BC
POSTAL CODE: A1B 2C3

DOE, JANE MARIE
1234 STUDENT DRIVE
VICTORIA, BC V9A A9A

06161024

THE FACE OF THIS TRANSCRIPT HAS A COLOURED BACKGROUND - NOT A WHITE BACKGROUND - THE TRANSCRIPT HAS A WATERMARK OF THE B.C. FLAG - HOLD UP TO A LIGHT TO VIEW

COURSES / ASSMNT CODE	COURSE / ASMNT CODE	REQ	EQU	SESSION DATE	GR 12 SCHOOL %	GR 12 EXAM %	FINAL % / ASMNT SCORE	FINAL LETTER GRADE	CREDITS
BUSINESS EDUCATION 10: GENERAL	BEG 10	11		2014/06			98	A	4
DANCE 10: PERFORMANCE	DNP 10			2014/06			86	A	4
ENGLISH 10	EN 10	1		2014/06			92	A	4
FOUNDATIONS OF MATH AND PRE-CALCULUS	FMP 10	6		2013/08			99	A	4
FRENCH 10	FR 10			2014/06			97	A	4
LF SOCIAL STUDIES	XSSF 10			2015/01			80	B	(2)
PHYSICAL EDUCATION 10	PE 10	10		2014/06			89	A	4
PLANNING 10	PLAN 10	12		2015/06			98	A	4
SCIENCE 10	SC 10	8		2014/06			98	A	4
SOCIAL STUDIES 10	SS 10	4		2014/06			93	A	4
YED--OBX-L	YED 10B			2014/06			88	A	4
YVPA-ODX-L	YVPA 10D			2014/06			98	A	4
BIOLOGY 11	BI 11			2015/06			98	A	4
CHEMISTRY 11	CH 11			2015/06			97	A	4
ENGLISH 11	EN 11	2		2015/06			95	A	4
FRENCH 11	FR 11			2015/06			99	A	4
PHYSICS 11 TEST	PH 11			2015/06			98	A	4
PRE-CALCULUS 11	PREC 11	7		2014/06			100	A	4
SOCIAL STUDIES 11	SS 11	5		2015/06			94	A	4
AP CALCULUS AB 12	APCAL 12			2015/06			99	A	4
BIOLOGY 12	BI 12	9		2016/06			100	A	4
CAMOSUN COLLEGE COURSE 12A	PSIB 12A			2015/12			98	A	4
CHEMISTRY 12	CH 12			2016/06			99	A	4
ENGLISH 12	EN 12	3		2016/04	97	92	95	A	4
PHYSICS 12	PH 12			2016/06			100	A	4
PRE-CALCULUS 12	PREC 12			2015/06			99	A	4
UNIVERSITY OF VICTORIA COURSE 12A	PSIY 12A			2015/12			98	A	4
UNIVERSITY OF VICTORIA COURSE 12B	PSIY 12B			2016/05			97	A	4
GRADUATION TRANSITIONS	GT	13		2016/06				RM	4
Literacy English	LTE	15					MET	NA	NA
Numeracy English	NME	16		2017/06			3	NA	NA
*** End of Course/Assessment List ***									

COURSE ACHIEVEMENT INDICATORS

A	(86-100%)	Excellent Performance	SG	Standing granted where completion of normal requirements was not possible but credit was granted on the basis of adjudication by the school for non-examinable courses.
B	(73-85%)	Very Good Performance		
C+	(67-72%)	Good Performance		
C	(60-66%)	Satisfactory Performance	TS	May be granted by the principal, vice principal or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the *School Act*.
C-	(50-59%)	Minimally 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 Extending - Demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
MET Literacy Assessment requirement met by a Language Arts 12 provincial exam and/or Numeracy Assessment requirement met by a Mathematics 10 provincial exam.

2018 Graduation Program Requirements

Minimum 80 credits over Grades 10–12, including successful completion of the courses listed below. Students may have earned more than 80 credits but not have successfully completed all required courses. 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:

1 = Language Arts 10 (4 credits)*
2 = Language Arts 11 (4 credits)
3 = Language Arts 12 (4 credits)
4 = Social Studies 10 (4 credits)
5 = Social Studies 11 or 12 (4 credits)
6 = Mathematics 10 (4 credits)
7 = Mathematics 11 or 12 (4 credits)
8 = Science 10 (4 credits)
9 = Science 11 or 12 (4 credits)
10 = Physical and Health Education 10 (4 credits)
11 = Arts Education and/or Applied Design, Skills and Technology 10, 11 or 12 (4 credits)
12 = Career Life Education (4 credits)
13 = Career Life Connections (4 credits)

* If more than one course is designated as meeting requirement 1, then 2 credits from each course are being counted toward the requirement.

- In addition to the above 13 requirements, students need 28 credits for Elective Courses. Minimum 16 of 80 credits, including Language Arts 12, must be at the Grade 12 level. Plus, students must meet the Literacy Graduation Assessment requirement (15) and the Numeracy Graduation Assessment requirement (16).

All Grade 10 and 11 courses are reported as Final % only, even for courses where an exam might have been written.

CERTIFIED A TRUE COPY OF THE ORIGINAL RECORD WHICH IS RETAINED AT THE MINISTRY OF EDUCATION

EXECUTIVE DIRECTOR

ABBREVIATIONS

AEG Aegrotat 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
IDS Independent Directed Studies

For post-secondary courses (PSI) 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

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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.

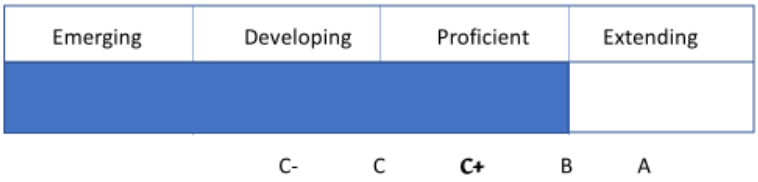
<u>Goals and aspirations for Reporting, where we are trying to get to</u>

- Shift from “reporting” to “communicating student learning”
- Support <u>meaningful and clear</u> communication between teachers, parents and learners
- Enable <u>ongoing</u> 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.

New Kindergarten to Grade-8 Elementary Report Card

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



C- C **C+** B A

62

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

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

Traditional Grade Book			
Name	Homework Average	Quiz 1	Chapter 1 Test
John	90	65	70
Bill	50	75	78
Susan	110	50	62
Felicia	10	90	85
Amanda	95	100	90

Standards-Based Grade Book			
Name	Objective 1: Write an alternate ending for a story	Objective 2: Identify the elements of a story	Objective 3: Compare and contrast two stories
John	Partially proficient	Proficient	Partially proficient
Bill	Proficient	Proficient	Partially proficient
Susan	Partially proficient	Partially proficient	Partially proficient
Felicia	Advanced	Proficient	Proficient
Amanda	Partially proficient	Advanced	Proficient

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?

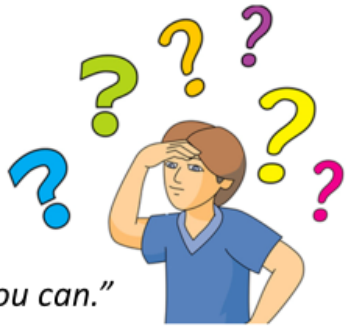
Traditional Grade Book			
Name	Homework Average	Quiz 1	Chapter 1 Test
John	90	65	70
Bill	50	75	78
Susan	110	50	62
Felicia	10	90	85
Amanda	95	100	90
Standards-Based Grade Book			
Name	Objective 1: Write an alternate ending for a story	Objective 2: Identify the elements of a story	Objective 3: Compare and contrast two stories
John	Partially proficient	Proficient	Partially proficient
Bill	Proficient	Proficient	Partially proficient
Susan	Partially proficient	Partially proficient	Partially proficient
Felicia	Advanced	Proficient	Proficient
Amanda	Partially proficient	Advanced	Proficient

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

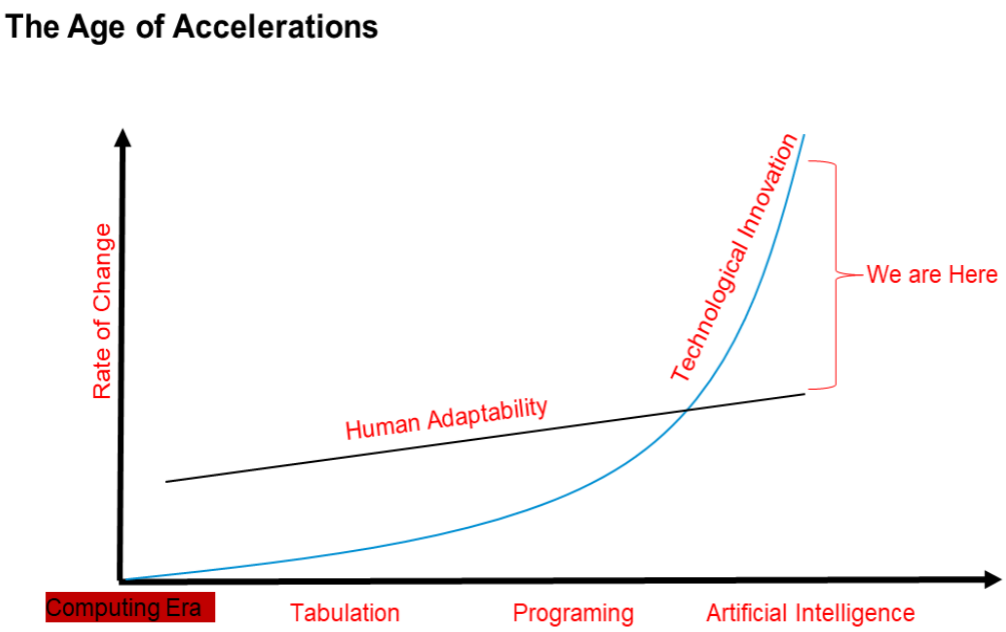
Information about BC Education System

- ☐ **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



Skills for today and tomorrow's workforce

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
- Provincial Curriculum Website
    - 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
- Link to sd83 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