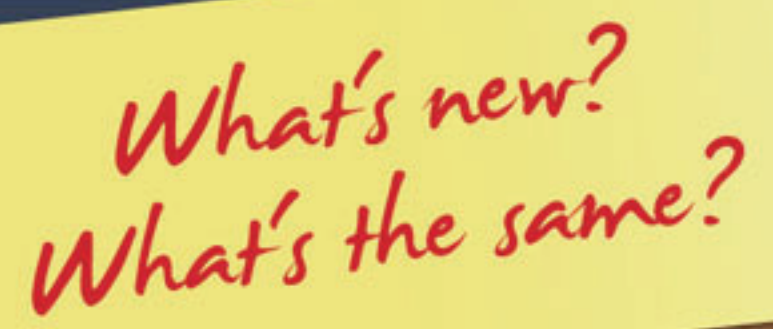


The background is a corkboard with various white line-art icons including gears, arrows, and a compass. A white rectangular box with a dark blue border is centered on the board.

# Curriculum Redesign

A yellow sticky note is pinned to the corkboard with three red pushpins. The text on the note is written in red cursive.

*What's new?  
What's the same?*

# Curriculum Redesign Directions

## What are the new directions?

- Increased flexibility and space for teacher innovation, student passions, and greater depth of study
- “Big Ideas” for each grade in each area of learning
- Explicit focus on competencies
- Support for inquiry, project-based, hands-on, and interdisciplinary approaches
- Aboriginal perspectives and content authentically integrated into all subjects
- A common framework for all areas of learning

## What will stay the same?

- Rigorous learning standards in each area of learning
- A strong focus on the foundations of reading, writing and mathematics
- Subjects such as Math, Science, Language Arts, and Social Studies remain at the heart of every student’s education

# Applied Design, Skills, and Technologies

## What's new?

- Name change to Applied Design, Skills, and Technologies, better capturing the scope and nature of this learning
- Expansion of curriculum to include K–7
- Curriculum organized into Foundations (K–5), Explorations (6–9), and Specializations (10–12)
- Framework for unified and discipline-specific curricular competencies with increased focus on design thinking
- Increased space for teacher innovation and recognition of emerging disciplines

## What's the same?

- Valuing of applied learning
- Recognized disciplines — Business Education, Home Economics, Information Technology, and Technology Education
- Emphasis on hands-on making
- Combination of provincial and local curricula, industry certifications, and community connections

# Arts Education

## What's new?

- Unified K–8 curriculum for the four disciplines — dance, drama, music, and visual art
- Grades 9 and 10 core *and* discipline-specific curriculum
- Grades 11 and 12 discipline-specific curriculum
- Artistic habits of mind serve as organizers for curricular competencies

## What's the same?

- Content relating to elements, processes, skills, and techniques of all four distinct core disciplines — dance, drama, music, visual art
- Focus on creative and artistic processes, discipline-specific literacy and language
- Connections between grades to support multi-year program models
- Engagement of students in creative processes and dialogue

# Career Education

## What's new?

- Career Education as its own area of learning
- Honouring experiential learning beyond the classroom
- Developmentally appropriate curriculum organized in stages: Awareness and Exploration (K–5), Exploration and Experience (6–9), and Experience that focuses on transition (10–12)
- Curriculum will be developed in the 2015–2016 school year

## What's the same?

- Value on Career Education as one of three goals of British Columbia's education system
- Connection to all areas of learning
- Recognizes the need to personalize learning aligned with students' varied interests and aspirations
- Student planning strategies

# Core French

## What's new?

- Flexibility of the new curriculum to support a wide range of modern approaches to language instruction
- Integrated nature of the new curriculum: there are no “stand-alone” pieces, but rather all elements are linked and interconnected
- Notion that culture is not just something to learn about, but is seen as a vehicle for acquiring deeper understanding of the language, of others, and of oneself

## What's the same?

- Development of all of the language competencies — reading, writing, listening, speaking and interacting
- Use of authentic documents and tasks to support the development of communication skills
- Notion that acquiring French includes learning about Francophone culture
- Inclusion of many of the skills and competencies of the “can do” statements from the 2011 draft curriculum, which was based on the philosophies and principles in the Common European Framework of Reference (CEFR). These skills have been woven into the Curricular Competencies

# English Language Arts

## What's new?

- Increased focus on the importance of identity, culture, and multiple perspectives; the joy of reading and literature; and Aboriginal content, worldviews, and First Peoples Principles of Learning
- Content arranged under three headings: Story/text; Strategies and processes; Language features; structures; and conventions
- Curricular Competencies arranged under two curriculum organizers: Comprehend and Connect, Create and Communicate

## What's the same?

- All six of the language arts elements — reading, listening, viewing, writing, speaking, and representing — remain inextricably interwoven
- The theoretical underpinning of the redesigned curriculum is constructivism, or meaning-making
- There is a continued focus on critical, creative, and reflective thinking

# Mathematics

## What's new?

- Foundational skills are clearly indicated in the Content for each grade
- Content has been further aligned to support the developmental progression of students
- Aboriginal perspectives are infused in the learning standards and elaborations at each grade
- The curriculum is designed for students to become financially literate and able to make sound financial decisions

## What's the same?

- Foundational skills and processes of Mathematics remain an integral part of the Mathematics curriculum and reside in the Content and Curricular Competencies
- Application of foundational skills to problem solving continues to have a strong focus in the curriculum's goal of developing well-educated citizens



# Physical and Health Education

## What's new?

- Holistic understanding of well-being by combining the learning standards and Big Ideas for Physical Education and Health Education
- Promoting and developing all aspects of student health and wellness, including physical, social, and mental well-being
- Focus on developing healthy habits in all areas of health that students will continue to practice after graduation

## What's the same?

- Physical and health education as important components of British Columbia's educational program
- Development of knowledge, skills, and mindsets to make informed decisions for lifelong participation in physical activities
- Development of the knowledge, skills, and strategies needed to make responsible and informed health and safety decisions

# Science

## What's new?

- Introduction of skills and processes of science in Kindergarten, growing in sophistication through grade 12
- Strengthened focus on ecology and environmental education for K–9
- Inquiry prompts to support Big Ideas
- Focus on and support for place-based learning

## What's the same?

- Skills and processes of science remain integral
- Identified areas of science (i.e., biology, chemistry, physics, and Earth/space science)

# Social Studies

## What's new?

- Increased focus on historical and geographic thinking skills
- Increased infusion of multiple perspectives, particularly Aboriginal, via curricular competencies and content
- Greater focus on depth rather than breadth
- Enhanced content related to the contributions and experiences of East and South Asian immigrants, including historical wrongs committed against these groups

## What's the same?

- Grade-assigned topics mostly maintained
- Topics drawn from history, geography, civics, and economics
- Basic content and structure of the Social Studies discipline
- Development of educated, active citizens