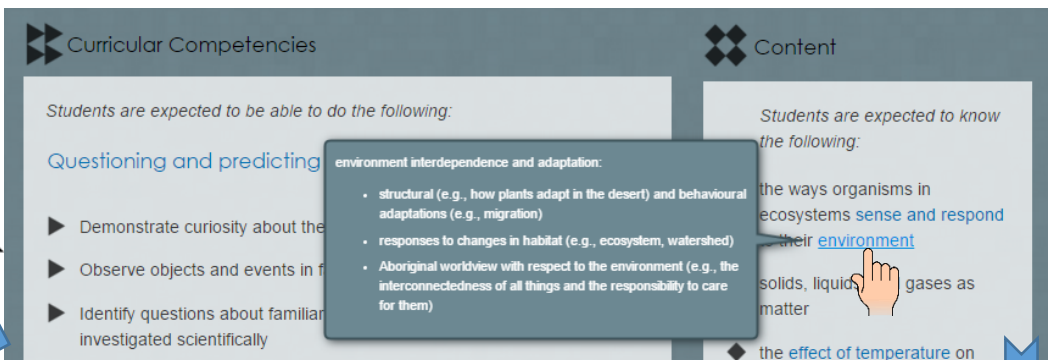


4

In your chosen subject hover over (or on a tablet click) the blue text.

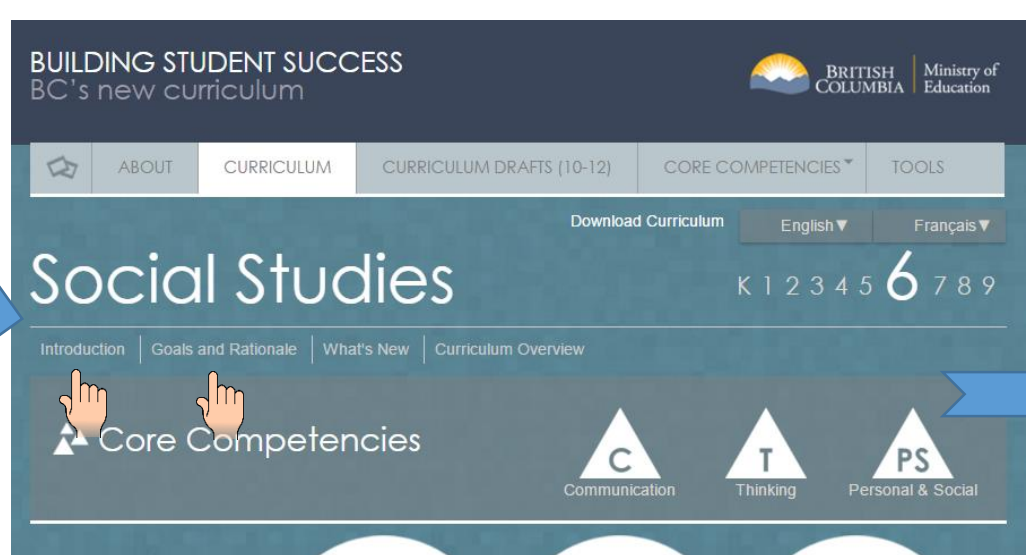


**TAKE NOTE:**  
These are called **Elaborations**. Elaborations can be definitions, explanation, examples, sample topics, or inquiry questions.

**TASK:**  
Explore at least one elaboration in each category: Big Idea, Curricular Competency and Content. Discuss with your partner what you notice.

5

In your chosen subject locate these two tabs: "Goals & Rationale" and "Introduction". Take a moment to click on each and skim the documents.



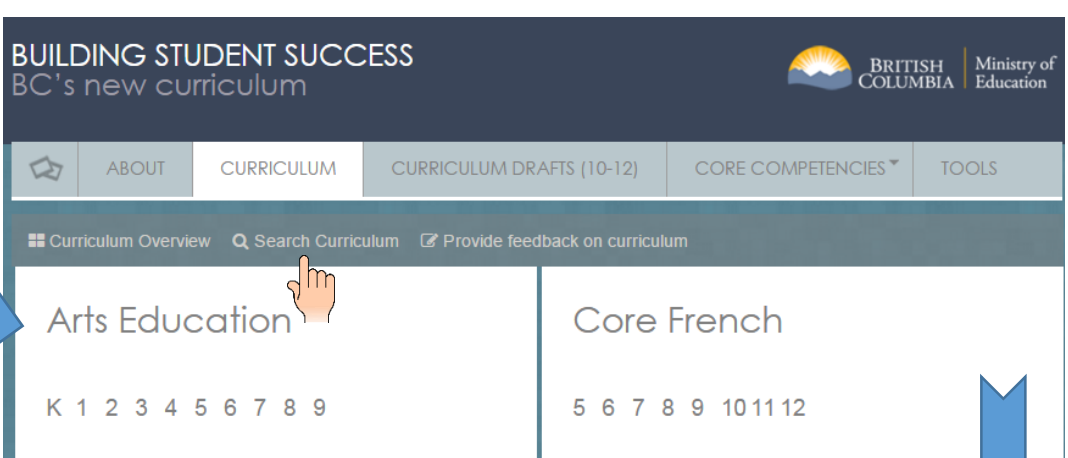
**TASK:**

- What are some important titles/headings in the Introduction?
- Pick one goal from Goals and Rationale and summarize it for your partner.

**TAKE NOTE:**  
You may see important curricular elements in these sections!

6

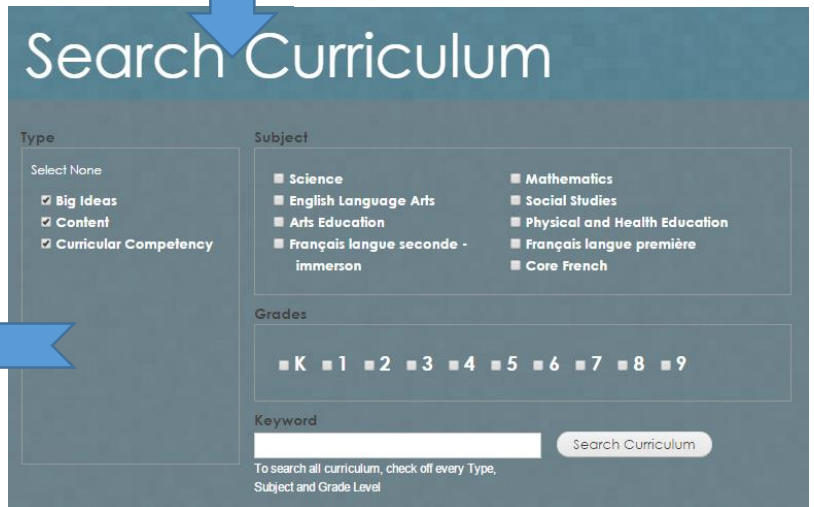
Under the "Curriculum" tab, click "Search Curriculum".



**TAKE NOTE:**  
You can do searches within a grade/subject, cross-curricular or sequential over time. You can specify Big Idea, Content, Curricular Competencies or combinations. Elaborations will show up in your search results.

**TASK:**  
Try these example searches (or come up with your own):

- In grade 5 search the term "resources" in Science and Socials to see some cross-curricular connections.
- Search "fractions" in Math 6,7,8 to see the progression of a concept over time.



**TAKE NOTE:**  
You have to scroll down to see the results!

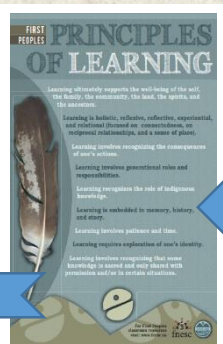
7

Click the "Tools" tab.



In the section titled "Resources and Links", click the link called "First Peoples Principles of Learning".

**TASK:**  
Choose one of these principles and connect it back to a Core Competency. Share your connection with your partner.



- Resources and Links**
- [First Peoples Principles of Learning](#)
  - [Les principes d'apprentissage des Peuples Autochtones](#)
  - [Aboriginal Worldviews and Perspectives in the Classroom](#)  
A resource guide to help support teachers bring Aboriginal content and perspectives into the classroom.
  - [BCTF's Teach BC website](#)
  - [One Teacher's Comparison of the Science IRP \(2006\) with the BC Transformed Curriculum](#)  
This video is designed to help teachers understand some of the differences between the previous and redesigned curriculum.

# CURRICULUM EXPLORATION



Go to: <https://curriculum.gov.bc.ca/>

1

Click the "Core Competencies" tab. (on a tablet you may have to double-click).



**Core Competencies**  
The core competencies along with literacy and numeracy foundations and essential content and concepts are at the centre of the redesign of curriculum and assessment. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning. Through provincial consultation, three core competencies were identified.

**C** **Communication** - The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.  
[View the Communication Profiles and Illustrations >](#)

**T** **Thinking** - The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.  
[View the Creative Thinking Profiles and Illustrations >](#)

**PS** **Personal and Social** - Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.  
[View the Personal and Social Profiles and Illustrations >](#)

**TASK:**

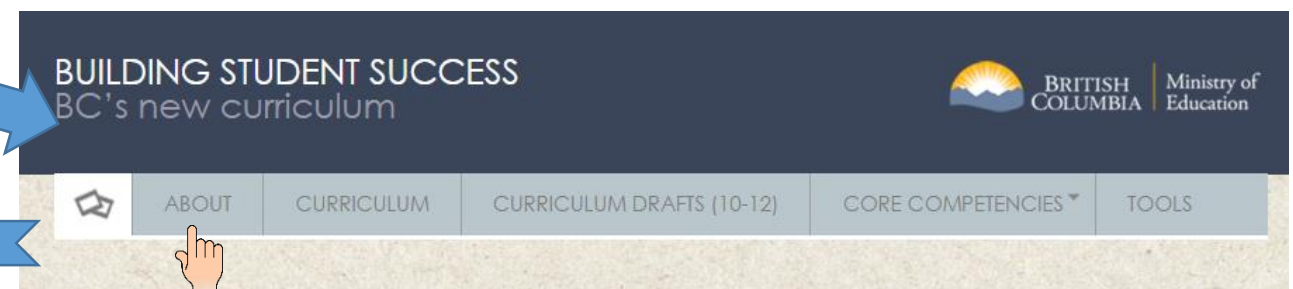
- Read these brief descriptions of the 3 Core Competencies.
- Discuss with your partner what these look like in your classroom.

**TAKE NOTE:**

There are more in-depth descriptions of the Core Competencies and examples available for further exploration!

2

Click the "About" tab.



Click the link below:

**Curriculum Redesign**  
British Columbia's curriculum is being redesigned to respond to the demanding world our students are entering. Transformation in curriculum will help teachers create learning environments that are both engaging and personalized for students. At the heart of British Columbia's redesigned curriculum are core competencies, essential learning and literacy and numeracy foundations.

- Find out how these changes will support learning

Locate this image.

**Curriculum model**  
All areas of learning are based on a "Know-Do-Understand" model to based competency-driven approach to learning.  
Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) at work together to support deeper learning.  
British Columbia's curriculum design enables a personalized, flexible and innovative approach at all levels of the education system.  
All areas of learning have been redesigned using this model.

**Content (Know)**  
The Content learning standards — the "Know" of the Know-Do-Understand model of learning — detail the essential topics and knowledge at each grade level.

**Curricular Competencies (Do)**  
The Curricular Competencies are the skills, strategies, and processes that students develop over time. They reflect the "Do" in the Know-Do-Understand model of learning. While Curricular Competencies are more subject-specific, they are connected to the Core Competencies.

**Big Ideas (Understand)**  
The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the "Understand" component of the Know-Do-Understand model of learning.  
The big ideas represent what students will understand at the completion of the curriculum for

**TASK:**

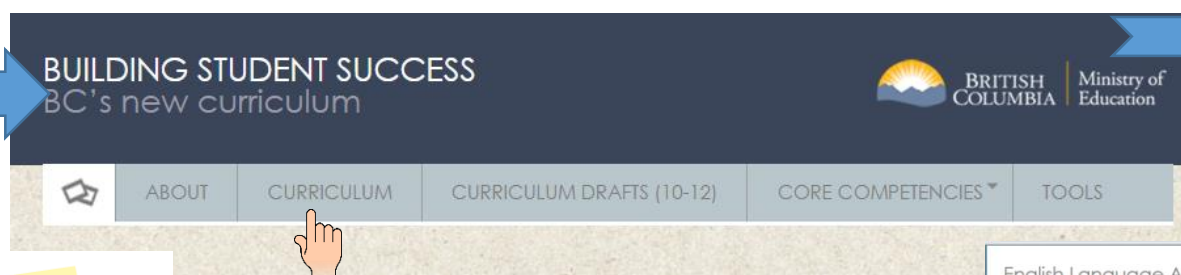
Read this section about the Curriculum Model.

**TAKE NOTE:**

There is a video about this in the "Tools" section!

3

Click the "Curriculum" tab.



Select a subject and grade.

**TAKE NOTE:**  
The words Know, Do, and Understand are not the actual headings on this page

**TASK:**

Scroll within your chosen subject and grade. How does the Know-Do-Understand model correspond to what is there and how it is set up? Discuss this connection and how it might look in your class.

English Language Arts K 1 2 3 4 5 6 7 8 9	Français langue première K 1 2 3 4 5 6 7 8 9
Français langue seconde - immersion K 1 2 3 4 5 6 7 8 9	Mathematics K 1 2 3 4 5 6 7 8 9
Physical and Health Education K 1 2 3 4 5 6 7 8 9	Science K 1 2 3 4 5 6 7 8 9
Social Studies K 1 2 3 4 5 6 7 8 9	Applied Design, Skills and Technologies K-12 Draft Framework (English) (Français)