

# The New BC Curriculum & Student Vote

Brenda Ball  
[misssball@gmail.com](mailto:misssball@gmail.com)

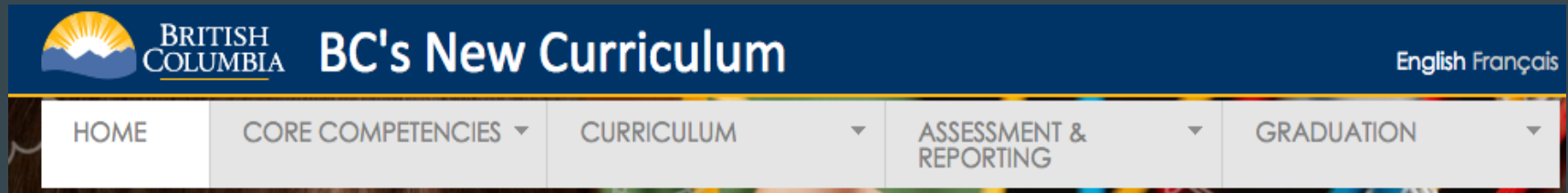


@misssball



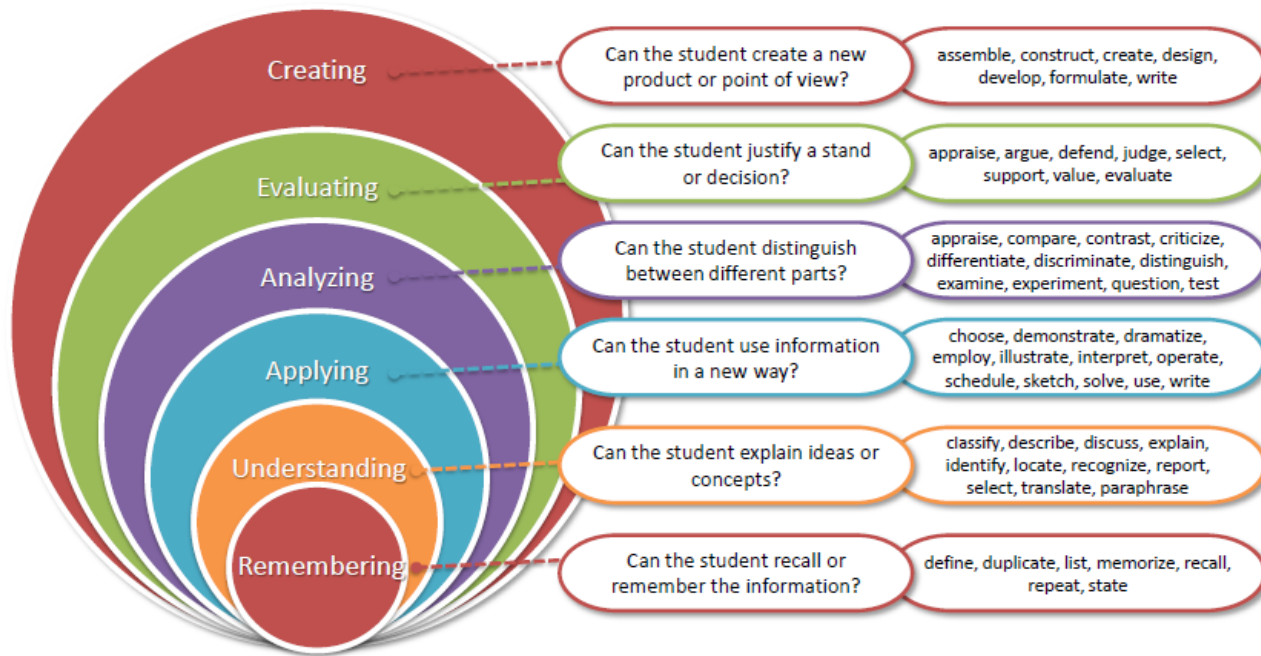
# What's New in BC? (from the Min of Ed ppt.)

- 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



# Big Ideas\* (think big!)

## Bloom's Taxonomy (Revised)



→ autonomy

→ tradition

→ inquiry-based: skills\*  
over content

→ “ungoogleable” →  
the how & why over  
the who, what,  
when, where

→ Bloom's taxonomy  
revised

→ cognitive levels

# Student Vote & the new BC Curriculum

*Identify the structure...*

*Explain...*

*Examine...*

*Analyze...*

*Assess the role...*

*Use inquiry processes...*

Curriculum Connections:

- “Big Ideas”
- “Explicit focus on competencies”
- “Support for inquiry, project-based, hands-on, and interdisciplinary approaches”
- “Aboriginal perspectives and content authentically integrated into all subjects”

# BC Core Competencies in Student Vote

Communication

Creative Thinking

Critical Thinking

Social Responsibility



**Skills** (Do) + **Content** (Know) = **Understand** (Apply)

**Assess** the **origins, purpose, quality and impact** of political data =

Voting + Electoral Process = informed and active citizens

Authentic learning (“GRASPs” framed thinking)

(Goal, Role, Audience, Situation, Product/Performance, Standards)

Engagement: families, communities, peers

Comparing systems and procedures → future impacts

# Differentiation, flexibility, and autonomy for teachers

Alternate Ideas/ Extension Activities → makes your life easy!

Using all, many, some, few of the activities → depending on *your* time and *your* needs

Shared resource → no cost to you or your school

Comprehensive and concise



Questions? Comments?



Extras/others/things referenced in  
the session Friday...

# CORNPAGE - recognizing our biases

Class

Occupation

Religion (or lack)

Nationality

Political Background

Age

Gender

Ethnicity

→ TeachBC - Free online file cabinet for teaching resources



- TeachBC (free to public and private): <https://teachbc.bctf.ca/>
- Ongoing compendium of free online source materials.
- Please post your best units or assessments

Other things I have shared related to new curriculum if it's of interest...

# Example of skill over content: getting the benefits of both

Who was Canada's first person in space?

1. David Suzuki
2. Chris Hadfield
3. Marc Garneau
4. Terry Fox

(actual sample Q)

1. David Suzuki, Chris Hadfield, Marc Garneau and Terry Fox are all considered “famous Canadians.” Of the four names provided, select who is the most significant person in modern Canadian history and then defend your answer.
2. Of the four famous Canadians suggested, why is there no female represented? And only one visible ethnic minority?
3. Decide and defend → which has had more impact on Canada's international reputation: our environmental movement, our foundations in charitable movements, or our involvement in space?

# Feedback and “feedforward”

**Feedback:** “This is what I did and how I performed.”

**Feedforward:** “This is what I learned and this is how I aim to perform/ write/ present/ include next time.”

# Optional: Overview of new BC Social Studies curriculum K-12



# Overview of new BC curriculum K-12 - basics





Don't fear  
the new!

