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|  **Redesigned Curriculum Planning Framework** |
| **Establishing Goals** |
| What core competencies and shared values for learning together will students be developing & practicing over time?How will growth be documented by teachers and by students? |
|  | **Big ideas:*** **Students will understand that…**
* **What specifically do you want students to understand?**
* **What connections do you want them to make?**

Social Studies: Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.Science: Energy is conserved, and its transformation can affect living things and the environment.Art Education: Traditions, perspectives, worldviews, and stories can be shared through **aesthetic experiences**. |
| **Essential questions:*** Students will keep considering….
* What thought-provoking questions will foster inquiry, meaning-making, and transfer?
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| **Do** | Curriculum Competencies:* Students will be skilled at…
* What curricular competencies will students develop & demonstrate?

Social studies: * **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions:**
	+ Identify and clarify a problem or issue.
	+ Draw conclusions about a problem, an issue, or a topic
* **Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)**
* **Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence):**
	+ To what extent have First Peoples influenced the development of economic and political policy in Canada?
	+ To what extent do citizens influence the legislative process

Science:**Questioning and predicting**  Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest**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) **Processing and analysing data and information:** Apply First Peoples Perspectives and Knowledge, other ways of knowing, and local knowledge as sources of informationHow would you determine the efficacy of a First Peoples harvest tradition?How would you plan for your school’s garden that features local plants and considers appropriate plant choices?**Evaluating**Consider social, ethical, and environmental implications of the findings from their own and others’ investigations **Applying and innovating** Transfer and apply learning to new situations or Contribute to finding solutions to problems at a local and/or global level through inquiryCommunicatingCommunicate 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.Art education:* Creative processes
* Use of symbols and metaphors to represent ideas and perspectives
* Traditional and contemporary First Peoples worldviews, stories and its history as expressed through visua arts
* Role of visual art is social justice issues
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| **Know** | **Content:*** **Students know…**
* **What content and which concepts will students learn?**

Social studies: discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident and intermentsScience: practical applications and implications of chemical processes, including First Peoples Knowledge Art education: use of symbols and metaphors to represent ideas and perspectives Traditional and contemporary First People worldviews, stories and history as expressed through visual arts |