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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? |
| **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 information  How 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 inquiry  Communicating  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.  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 |
| **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 interments  Science: 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 |