



North Vancouver
School District
the natural place to learn®

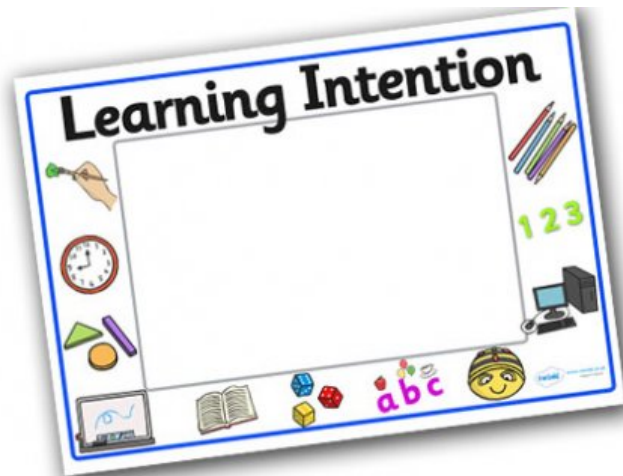
Cracking the Curriculum Code

Learning Intentions

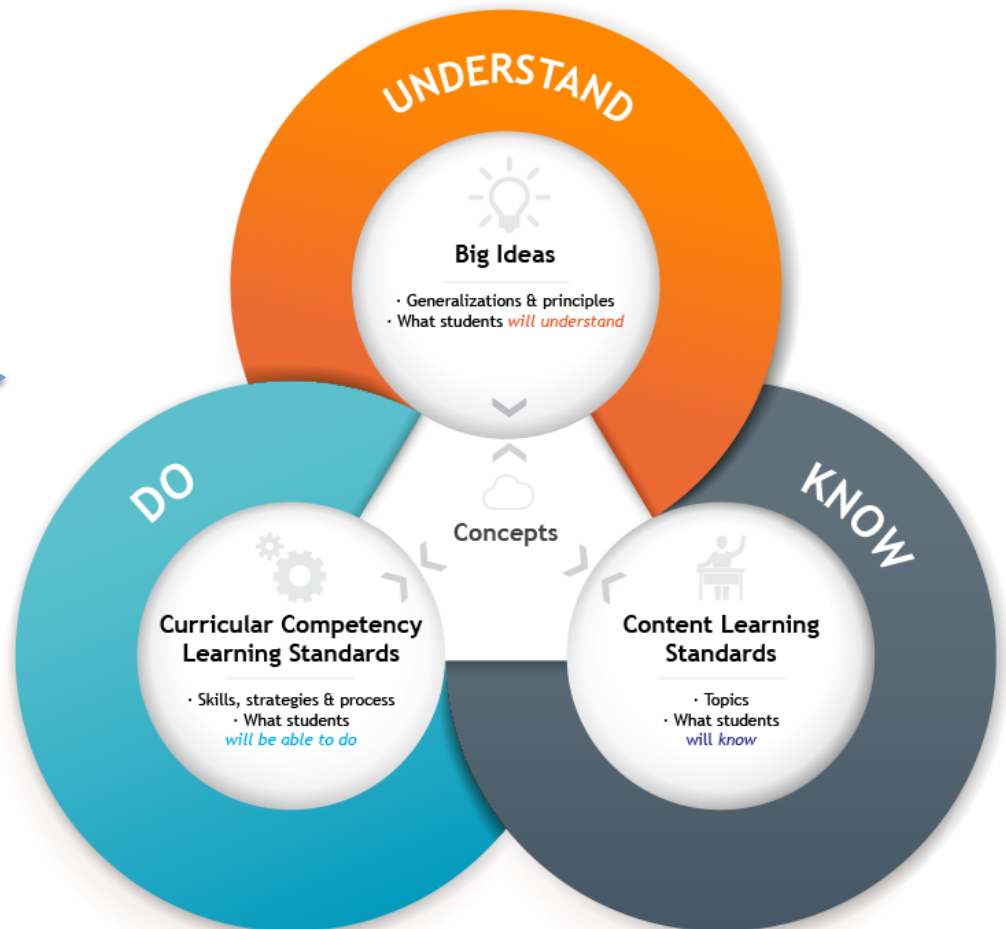
Connect: the Ministry Curriculum website to classroom

Create: a unit to align with the new curriculum

Use: the NVSD Understanding by Design Planner



New Curriculum: Why?



New Curriculum



BUILDING STUDENT SUCCESS BC's new curriculum



BRITISH
COLUMBIA

Ministry of
Education

HOME

CORE COMPETENCIES ▾

CURRICULUM ▾

ASSESSMENT &
REPORTING ▾

GRADUATION ▾

DETAILED INFORMATION

BROWSE BY SUBJECT

10 - 12 DRAFT DOCUMENTS

CURRICULUM SEARCH

INSTRUCTIONAL SAMPLES

TOOLS

How do we measure success?

Reporting

des résultats

和成绩报告

[Learn more](#)

New Curriculum



Big Ideas

Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.

People from diverse cultures and societies share some common experiences and aspects of life.

Indigenous knowledge is passed down through oral history, traditions, and collective memory.

Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.

Learning Standards - Global Indigenous Peoples

Curricular Competencies

Students are expected to be able to do the following:

- ▶ Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- ▶ Explain why people, events, or places are significant to various individuals and groups (significance)

Content

Students are expected to know the following:

- ◆ cultural characteristics and ways of life of local First Peoples and global indigenous peoples

Elaborations

Curricular Competencies

Students are expected to be able to:

- ▶ Use Social Studies inquiry skills to gather, interpret, and analyze information to make informed decisions
- ▶ Explain why people, events, individuals and groups (local, national, and global) act as they do
- ▶ Ask questions, make informed judgments, and evaluate content and features of social studies information
- ▶ Sequence objects, images, and events to show how aspects change and others stay the same (continuity and change)
- ▶ Recognize the causes and consequences of events, decisions, or developments (cause and consequence)
- ▶ Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events
- ▶ Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)

- Sample topics:
 - potential First Peoples and global indigenous people for study could include:
 - Local BC First Peoples
 - Canadian and other North American indigenous people
 - local indigenous peoples of South America
 - ethnic Chinese and Koreans
 - ethnic European groups (Germanic, Slavic, Latin, Celtic)
 - worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings

Content

Students are expected to know the following:

- ◆ cultural characteristics and ways of life of local First Peoples and global indigenous peoples
- ◆ aspects of life shared by and common to peoples and cultures
- ◆ interconnections of cultural and technological innovations of global and local indigenous peoples
- ◆ governance and social organization in local and global indigenous societies
- ◆ oral history, traditional stories, and artifacts as evidence about past First Peoples cultures
- ◆ relationship between humans and their environment

Understanding by Design



Stage 1: Desired Results(Big Ideas)

What do we want students to understand?

Stage 2: Evidence(Performance Tasks)

How will we know they understand? What will they do?

Stage 3: Learning Plan(Teaching Strategies)

How/what will we teach so they understand?

Stage 1 – Desired Results

Big Ideas

Core Competencies

Concepts	Unit Understandings	Transfer Goals	Essential Questions
	Students will understand that...	Students will be able to independently use their learning to...	Students will keep considering...

First Peoples Principles

Alignment Check:

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies

Content

Students will be skilled at...

Students will know that...

Stage 2 – Evidence: Assessing for Understanding

Assess: Understanding

Summative:

Culminating Performance Task(s) at the end of the unit to show understanding

Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.

Formative:

Checkpoints for understanding during the unit

Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.

AUTHENTIC PERFORMANCE TASK: Assessing for Understanding

Students will be able to demonstrate their understanding by:

What is a **GRASPS** task?

OTHER EVIDENCE: Assessing for Knowledge and Skills

Students will show they have acquired Stage 1 knowledge and skills by:

Assess: Know & Do

Summative:

Final assessments of knowledge and skill at the end of the unit

Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show demonstrate their learning

Formative:

Checkpoints for students to show their knowledge and skills during the unit

Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress

Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

Resources:

Teacher: Unit Reflection

What aspects of the unit went well?

What did students struggle with?

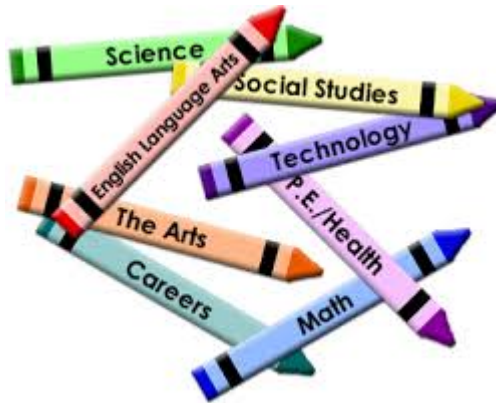
What did you struggle with?

What would you add/revise the next time you taught this unit?

Were there any unintended outcomes?

Were students engaged?

Alignment: Old Unit to New Unit



Stage 1: Big Idea Example: Social Studies Grade 3



Big Ideas

Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.

People from diverse cultures and societies share some common experiences and aspects of life.

Indigenous knowledge is passed down through oral history, traditions, and collective memory.

Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.

Learning Standards - Global Indigenous Peoples

Curricular Competencies

Students are expected to be able to do the following:

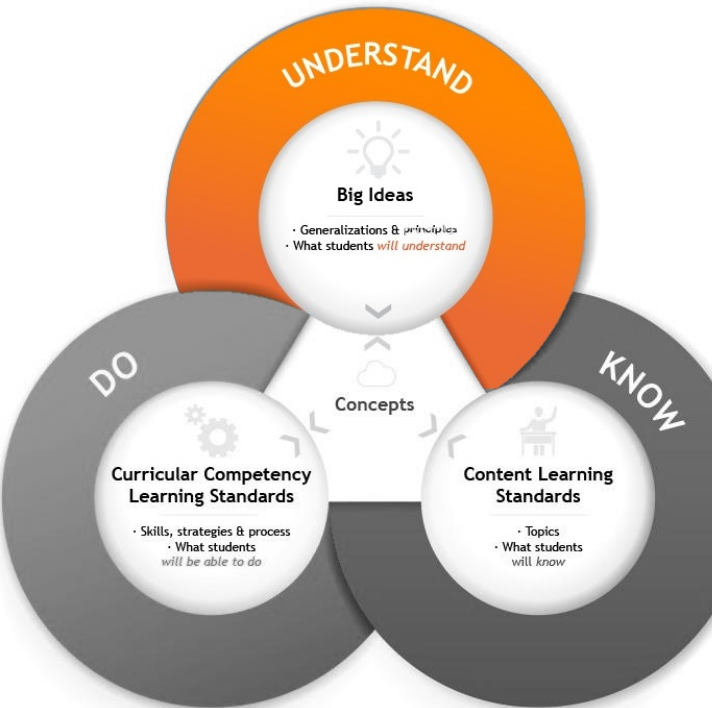
- ▶ Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- ▶ Explain why people, events, or places are significant to various individuals and groups (significance)

Content

Students are expected to know the following:

- ◆ cultural characteristics and ways of life of local First Peoples and global indigenous peoples

**Put your
selected
Big Idea
in your
planner**



Science

K 1 2 3 4 5 6 7 8 9

Introduction | Goals and Rationale | What's New | Curriculum Overview

Core Competencies

C Communication
 T Thinking
 PS Personal & Social

Big Ideas

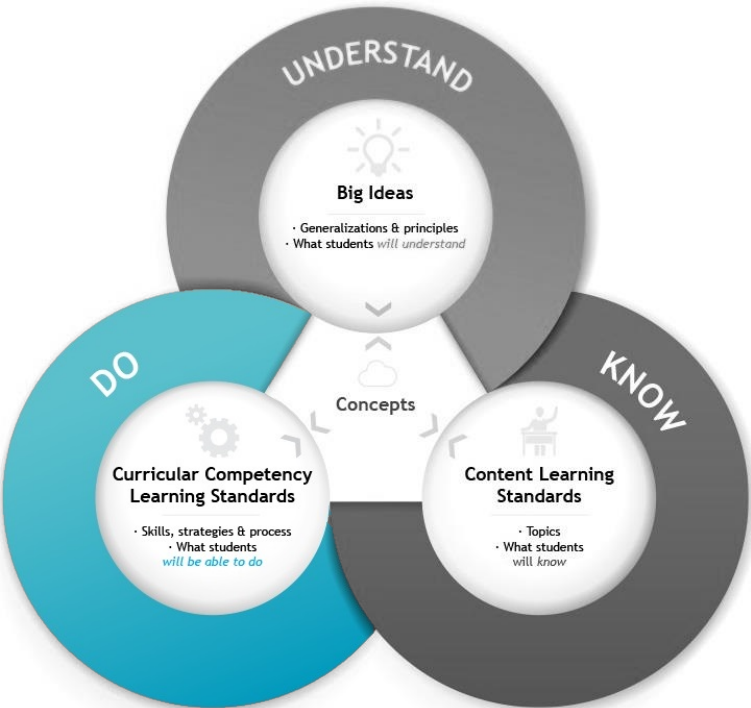
- Cells are derived from cells.
- The electron arrangement of atoms impacts their chemical nature.
- Electric current is the flow of electric charge.
- The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.

Stage 1 – Desired Results

Big Ideas

Core Competencies

Concepts	Unit Understandings	Transfer Goals	Essential Questions
	Students will understand that...	Students will be able to independently use their learning to...	Students will keep considering...



Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

Questioning and predicting

- ▶ Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest
- ▶ Make observations aimed at identifying their own questions, including increasingly complex ones, about the natural world
- ▶ Formulate multiple hypotheses and predict multiple outcomes

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)
- ▶ Assess risks and address ethical, cultural and/or environmental issues associated with their proposed methods and those of others

Content

Students are expected to know the following:

- ◆ asexual reproduction:
 - [mitosis](#)
 - [different forms](#)
- ◆ sexual reproduction:
 - [meiosis](#)
 - [human sexual reproduction](#)
- ◆ element properties as organized in the [periodic table](#)
- ◆ The arrangement of electrons determines the [compounds](#) formed by elements
- ◆ [circuits](#) — must be complete

Stage 1 – Desired Results

Big Ideas

Core Competencies

Concepts	Unit Understandings	Transfer Goals	Essential Questions
	Students will understand that...	Students will be able to independently use their learning to...	Students will keep considering...

First Peoples Principles

Alignment Check:

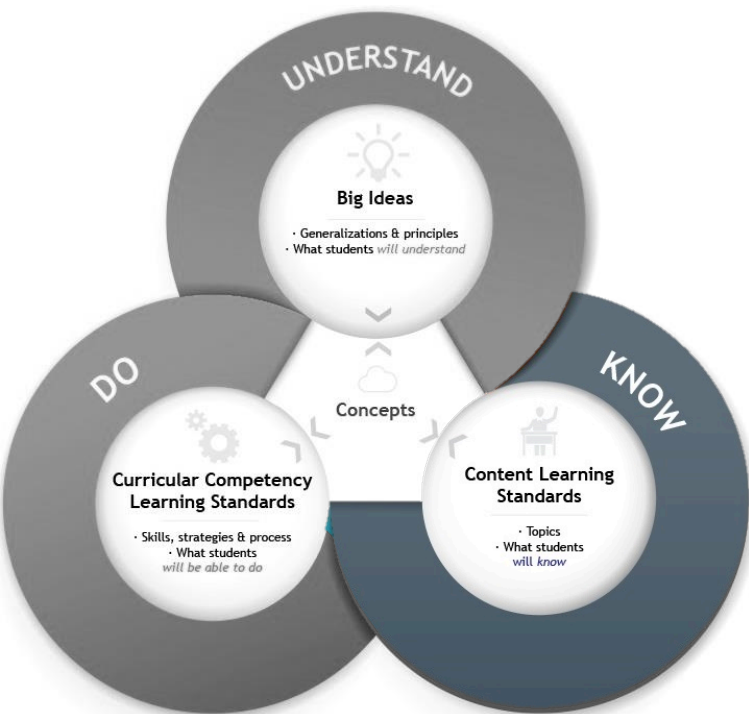
Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies

Content

Students will be skilled at...

Students will know that...



Learning Standards

Curricular Competencies

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Stage 1 – Desired Results

Big Ideas

Core Competencies

Concepts	Unit Understandings	Transfer Goals	Essential Questions
	Students will understand that...	Students will be able to independently use their learning to...	Students will keep considering...

First Peoples Principles

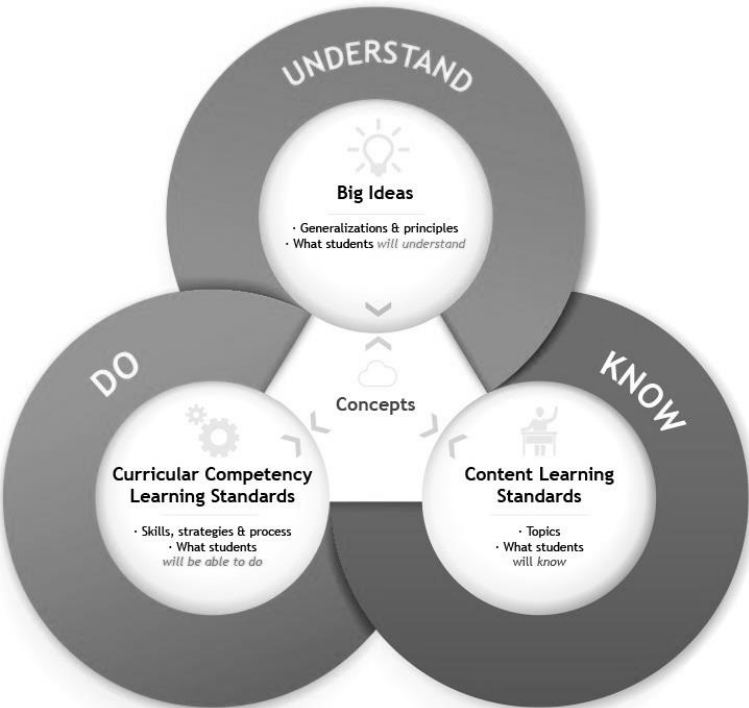
Alignment Check: ← →

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies
Content

Students will be skilled at...

Students will know that...



Science

Introduction | Goals and Rationale | What's New | Curriculum Overview

Core Competencies



Big Ideas

Cells are derived from cells.

The electron arrangement of atoms impacts their chemical nature.

Electric current is the flow of electric charge.

The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.

Stage 1 – Desired Results

Big Ideas

Core Competencies

Concepts	Unit Understandings	Transfer Goals	Essential Questions
	Students will understand that...	Students will be able to independently use their learning to...	Students will keep considering...

First Peoples Principles

Alignment Check:

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies

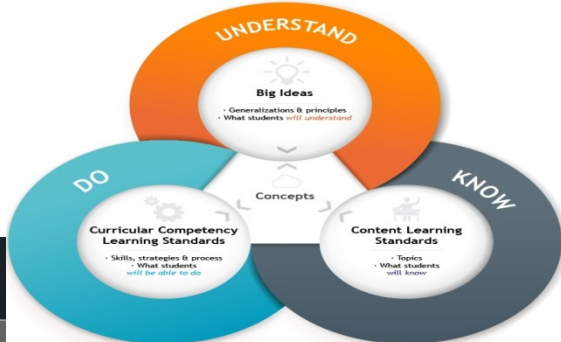
Content

Students will be skilled at...

Students will know that...

Science

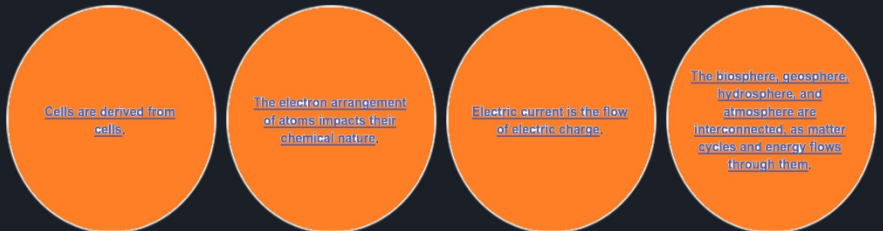
Introduction | Goals and Rationale | What's New | Curriculum Overview



Core Competencies



Big Ideas



Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

Questioning and predicting

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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)
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 - [human sexual reproduction](#)
- ◆ element properties as organized in the [periodic table](#)
- ◆ The arrangement of electrons determines the [compounds](#) formed by elements
- ◆ [circuits](#) — must be complete

Stage 1 – Desired Results

Big Ideas

Core Competencies

Core Competencies (Communication, Thinking, Personal & Social)

Concepts	Unit Understandings	Transfer Goals	Essential Questions
	Students will understand that...	Students will be able to independently use their learning to...	Students will keep considering...

First Peoples Principles

Alignment Check:

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies	Content
<p>Students will be skilled at...</p> <p>Curricular Competencies</p> <p>▶ Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest</p>	<p>Students will know that...</p> <p>Content</p> <p>◆ asexual reproduction: <ul style="list-style-type: none"> • mitosis • different forms </p>

Stage 2 – Evidence: Assessing for Understanding

Assess: Understanding	
<p>Summative: Culminating Performance Task(s) at the end of the unit to show understanding</p> <p>Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.</p>	<p>Formative: Checkpoints for understanding during the unit</p> <p>Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.</p>
<p>AUTHENTIC PERFORMANCE TASK: Assessing for Understanding Students will be able to demonstrate their understanding by:</p> <p>What is a GRASPS task?</p>	<p>OTHER EVIDENCE: Assessing for Knowledge and Skills Students will show they have acquired Stage 1 knowledge and skills by:</p>
Assess: Know & Do	
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Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

Resources:

Teacher: Unit Reflection

- What aspects of the unit went well?
- What did students struggle with?
- What did you struggle with?
- What would you add/revise the next time you taught this unit?
- Were there any unintended outcomes?
- Were students engaged?

Stage 1: First Peoples Principles



FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Stage 1 – Desired Results			
Big Ideas			
Core Competencies			
Concepts	Unit Understandings	Transfer Goals	Essential Questions
	Students will understand that...	Students will be able to independently use their learning to...	Students will keep considering...
First Peoples Principles			
<p style="text-align: center;">➔ Alignment Check: ←</p> <p style="text-align: center;">Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?</p>			
Curricular Competencies		Content	
Students will be skilled at...		Students will know that...	

Stage 1: Big Idea to Concepts

Concepts:

- universal, timeless, abstract--move students toward higher levels of thinking
- broad ideas that transcend the perspectives and limits of any specific subject area
- something that can be taught in any classroom, no matter what the content includes

Stage 1: Big Idea to Concepts



**Culture
Similarity
Society**

Stage 1 Teacher Action: Big Ideas and Concepts



BIG
IDEAS



Stage 1: Understandings



Understandings:

Enduring understandings go beyond discrete facts or skills to focus on larger concepts, principles, or processes

- the marriage of the big idea, concept and content
- sometimes the big idea is already framed as an understanding

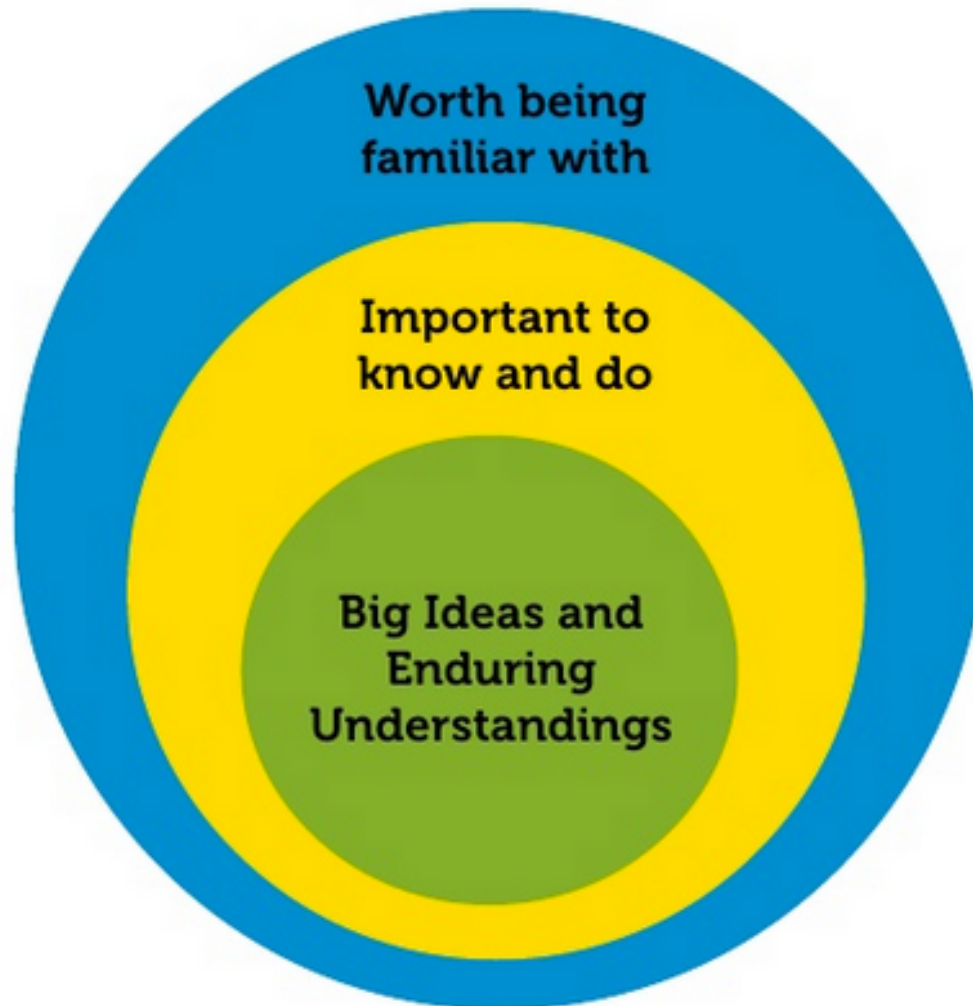
Example:

Aspects of life are shared by, and common to, all cultures

A white circle is centered on a black rectangular background. Inside the circle, the text reads: "People from diverse cultures and societies share some common experiences and aspects of life."

People from diverse cultures and societies share some common experiences and aspects of life.

Stage 1: Teacher Action: Understandings



Stage 1: Transfer




Transfer:

- Adapt your knowledge, skill, and understanding to specific and realistic situation and contexts
- Create efficient, effective solutions for real-world challenges, audiences, purposes, settings

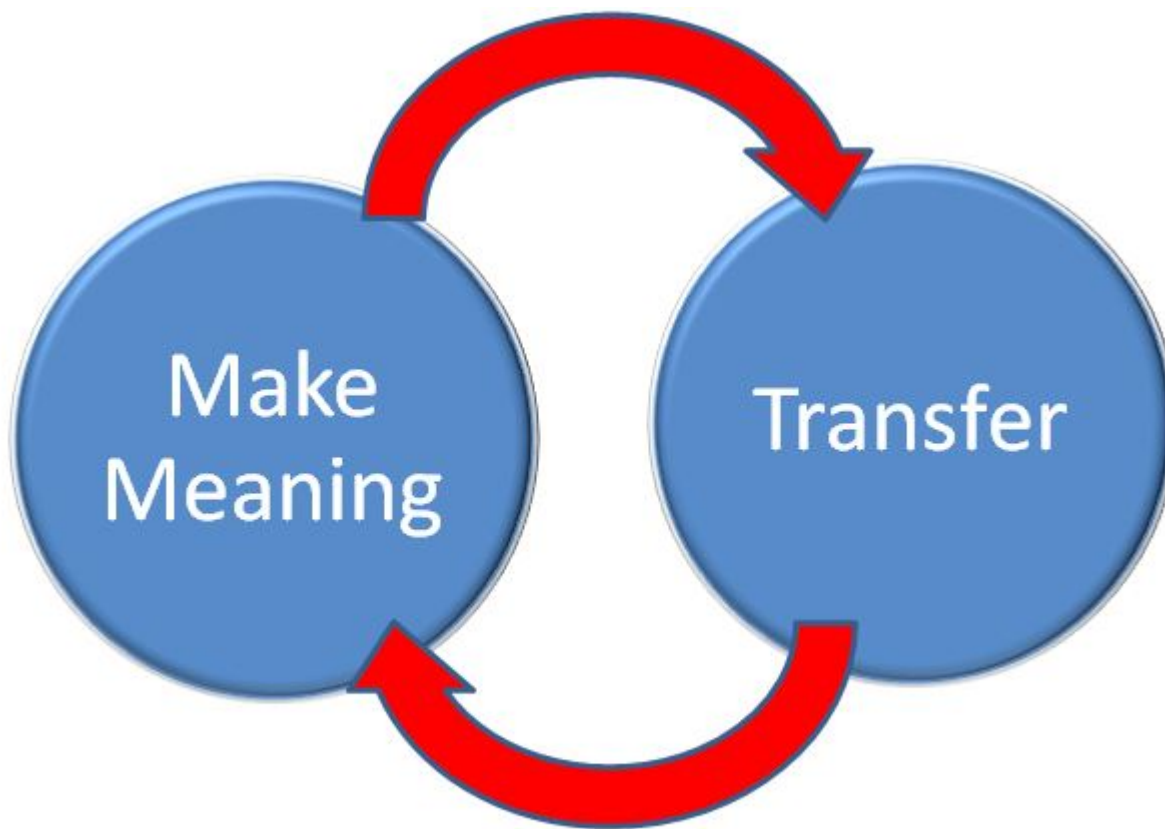
Example:

Students will be able to independently use their learning to respect and appreciate cultural diversity.



People from diverse cultures and societies share some common experiences and aspects of life.

Stage 1: Teacher Action: Transfer



Concept by Grant Wiggins

Stage 1: Essential Questions




Essential Questions:

Open ended, no right answer, cannot be googled, revisited again and again, debatable, encourage inquiry and deep thinking

Examples:

Are cultures more alike or different?

In areas that really matter, are we more similar or different?



People from diverse cultures and societies share some common experiences and aspects of life.

A large, glowing lightbulb is centered in the background, set against a teal and green geometric pattern. The text "ESSENTIAL QUESTIONS" is overlaid on the lightbulb.

ESSENTIAL QUESTIONS

Stage 1: Teacher Action: Essential Questions



Stage 1: Alignment

Big Idea



People from diverse cultures
and societies share some
common experiences and
aspects of life.

Concepts:

Culture, Similarity, Society

Understandings:

Students will understand that aspects of life are shared by, and common to, all cultures.

Transfer:

Students will independently use their learning to respect and appreciate cultural diversity

Essential Questions:

Are cultures more alike or different?
In areas that really matter are we more similar or different?

Stage 2: Authentic Performance Tasks



A performance task is any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning. A performance task presents a situation that calls for learners to apply their learning in context.

- **Real life situation or simulation of real life**
- **What would someone do who was working in this discipline?**

Stage 2: GRASPS Defined



GRASPS	
Goal	Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task.
Role	Define the role of the students in the task. State the job of the students for the task.
Audience	Identify the target audience within the context of the scenario. Example audiences might include a client or committee.
Situation	Set the context of the scenario. Explain the situation.
Product or performance	Clarify what the students will create and why they will create it
Standards and Criteria	Provide students with a clear picture of success. Identify specific standards for success. Issue rubrics to the students or develop them with the students.

Stage 2: GRASPS

People from diverse cultures and societies share some common experiences and aspects of life.

Goal	To educate community members about respecting multiculturalism /diversity by comparing two cultures and identifying similarities
Role	You are an anthropologist hired by the mayor
Audience	People in the community
Situation	A community is struggling to accept and understand their cultural differences and there have been conflicts and violence among different groups of people.
Performance	You will collect/create artifacts for two of the different cultures in your community. You will create a display of these artifacts and plan a presentation that highlights the interesting differences but also shows the many similarities between the two.
Standards	Criteria/rubric of the understanding and use of the aspects of culture, collection of authentic artifacts, and a persuasive presentation based on facts and a deep understanding of the cultures

Stage 2: Teacher Action: GRASPS Task



GRASPS	
Goal	Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task.
Role	Define the role of the students in the task. State the job of the students for the task.
Audience	Identify the target audience within the context of the scenario. Example audiences might include a client or committee.
Situation	Set the context of the scenario. Explain the situation.
Product or performance	Clarify what the students will create and why they will create it
Standards and Criteria	Provide students with a clear picture of success. Identify specific standards for success. Issue rubrics to the students or develop them with the students.

Stage 2: Completion of Other Assessment Evidence



Stage 2 – Evidence: Assessing for Understanding	
Assess: Understanding	
Summative: Culminating Performance Task(s) at the end of the unit to show understanding	Formative: Checkpoints for understanding during the unit
Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.	Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.
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Assess: Know & Do	
Summative: Final assessments of knowledge and skill at the end of the unit	Formative: Checkpoints for students to show their knowledge and skills during the unit
Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show demonstrate their learning	Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress

**GRASPS:
Assessing
for
Understanding
at end of
the unit**

**Understanding
checkpoints
during unit**

**Assessment of skills
and knowledge during
and at the end of the
unit**

Stage 3: Executing the Learning Plan



- You are already an expert!
- Align your learning activities to support the skills, knowledge and understanding required for students to successfully complete your performance task
- Use the UBD Planner Guide to support this

Helpful Tips



- Don't have to use the complete planner all the time for all units: try to create one unit first
- Don't be overwhelmed by the Planner: pick an entry point that works for you:
 - Start with the Big Idea and GRASPS
 - Or
 - Start with Big Ideas and Essential Questions
- Find other educators to collaborate with: create units together!

Resources: Online and Text



Google Searches:

- Essential Questions
- GRASPS tasks
- Understanding by Design
- Concept-based units

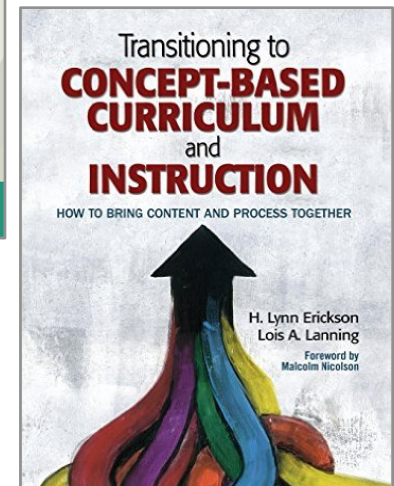
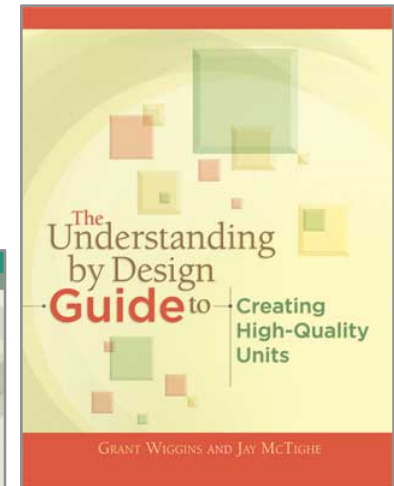
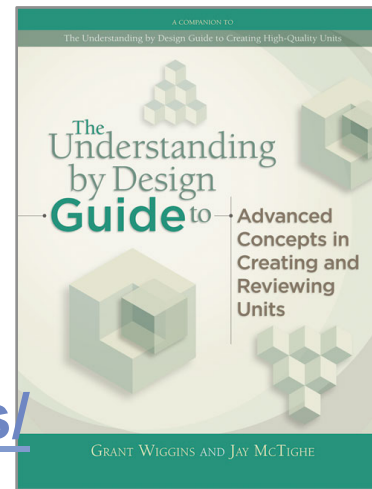
Websites:

Jay McTighe:

<http://jaymctighe.com/resources/>

Lynne Erickson:

<http://www.lynnerickson.net/>



<http://nvsd44curriculumhub.ca/>

English Language Arts / Grade 10

Unit Overview

STAGE 1 | Desired Results

STAGE 2 | Evidence

STAGE 3 | Learning Plan

EXPLORING IDENTITY

English Language Arts
Grade 10

Big Ideas



Essential
Questions



Unit Overview



Subject
English Language Arts



Topic
Exploring Identity



Unit Overview
This unit will use the Short Story genre to explore essential questions around identity and deepen student understanding of themselves and their connection to literature. The unit could also be used with poetry, a class novel study, or literature circles. Identity could also be the overarching, theme/biq idea for the



Ministry of
Education

The following resources are made available through the [British Columbia Ministry of Education](#). For more information, please visit [BC's New Curriculum](#).

Big Ideas



Core Competencies



Curricular

Instructional Samples

