



# **BC Curriculum and Career Education 10-12 Update**

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for the BC Distributed Learning Administrators' Association – Sept. 20, 2018



# Curriculum Timelines

## July 2016

- K-9 curriculum mandated

## April 2018

- Finalized Grade 10 curriculum (English) and posted to website

## June 2018

- Finalized Grade 10 (French) and Grade 11-12 (English) curriculum and posted to website

## July 2018

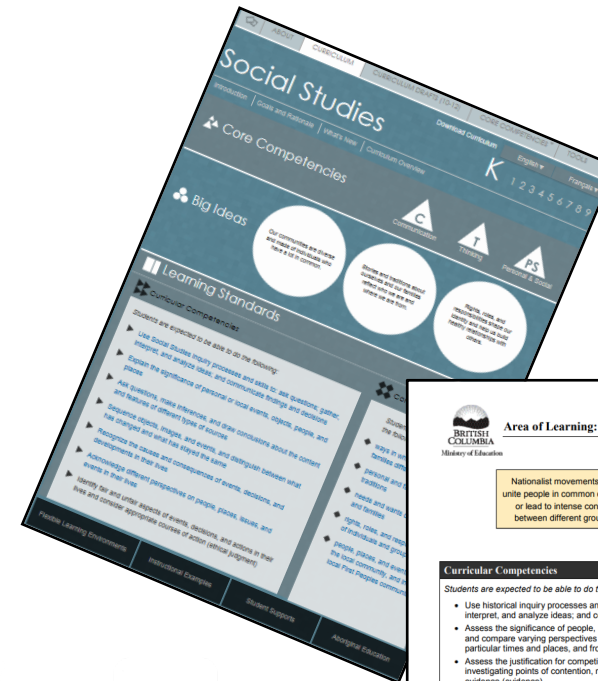
- Grade 10 curriculum mandated

## August 2018

- Finalize Grade 11-12 (French) curriculum and post to website

## July 2019

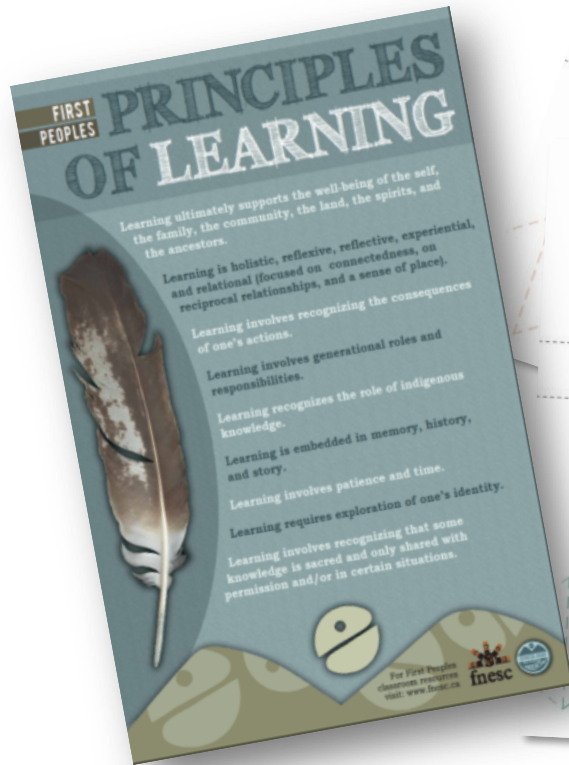
- Grade 11-12 curriculum mandated



Area of Learning: SOCIAL STUDIES — 20th Century World History 12	
<b>BIG IDEAS</b>	
Nationalist movements can unite people in common causes or lead to intense conflict between different groups.	The rapid development and proliferation of communication and transportation technologies in the 20th century led to profound changes in personal and national identities.
The breakdown of long-standing imperialist structures created new economic and political systems.	
<b>Learning Standards</b>	
<b>Curricular Competencies</b>	<b>Content</b>
<p>Students are expected to be able to do the following:</p> <ul style="list-style-type: none"> <li>• Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)</li> <li>• Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)</li> <li>• Compare and contrast continuities and changes for different groups during this time period (continuity and change)</li> <li>• Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments (cause and consequence)</li> <li>• Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)</li> <li>• Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)</li> <li>• Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (ethical judgment)</li> </ul>	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> <li>• the rise and rule of authoritarian regimes</li> <li>• civil wars, independence movements, and revolutions</li> <li>• human rights movements, including those of indigenous peoples</li> <li>• religious, ethnic, and/or cultural conflicts, including genocide</li> <li>• global conflicts, including World War I, World War II, and the Cold War</li> <li>• migrations, movements, and territorial boundaries</li> <li>• interdependence and international co-operation</li> <li>• social and cultural developments</li> <li>• mass consumption and production of communication and transportation technologies</li> </ul>
<p>June 2016 — DRAFT CURRICULUM <span style="float: right;">www.curriculum.gov.bc.ca</span> <span style="float: right;">© Province of British Columbia • 1</span></p>	



# BC Curriculum: The Design



ABOUT CURRICULUM CURRICULUM DRAFTS (10-12) CORE COMPETENCIES TOOLS

Download Curriculum English Français

## Social Studies

K 1 2 3 4 5 6 7 8 9

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

### Core Competencies

Communication Thinking Personal & Social

### Big Ideas

- Our communities are diverse and made of individuals who have a lot in common.
- Stories and traditions about ourselves and our families reflect who we are and where we are from.
- Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

### Learning Standards

#### 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 the significance of personal or local events, objects, people, and places
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources
- Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same
- Recognize the causes and consequences of events, decisions, and developments in their lives
- Acknowledge different perspectives on people, places, issues, and events in their lives
- Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action (ethical judgment)

#### Content

Students are expected to know the following:

- ways in which individuals and families differ and are the same
- personal and family history and traditions
- needs and wants of individuals and families
- rights, roles, and responsibilities of individuals and groups
- people, places, and events in the local community, and in local First Peoples communities

Flexible Learning Environments | Instructional Examples | Student Supports | Aboriginal Education

*Concept-Based, Competency-Driven*

# The Educated Citizen



- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well-being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

# English Language Arts



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<b>Grade 10 4 credits</b>	<b>Grade 11 4 credits</b>	<b>Grade 12 4 credits</b>
<p><b>Choose two 2-credit options:</b></p> <ul style="list-style-type: none"><li>▪ Literary Studies</li><li>▪ Composition</li><li>▪ Spoken Language</li><li>▪ New Media</li><li>▪ Creative Writing</li></ul>	<p><b>Choose one 4-credit option:</b></p> <ul style="list-style-type: none"><li>▪ Literary Studies</li><li>▪ Composition</li><li>▪ Spoken Language</li><li>▪ New Media</li><li>▪ Creative Writing</li></ul>	<p><b>English Studies 12 – a 4-credit required course</b></p> <p>The following courses will also be offered as additional 4-credit elective options:</p> <ul style="list-style-type: none"><li>▪ Literary Studies</li><li>▪ Composition</li><li>▪ Spoken Language</li><li>▪ New Media</li><li>▪ Creative Writing</li></ul>



# ELA: English First Peoples

<b>Grade 10 4 credits</b>	<b>Grade 11 4 credits</b>	<b>Grade 12 4 credits</b>
<p><b>Choose two 2-credit options:</b></p> <ul style="list-style-type: none"><li>▪ Writing</li><li>▪ Literary Studies</li><li>▪ New Media</li><li>▪ Spoken Language</li></ul>	<p><b>Choose one 4-credit option:</b></p> <ul style="list-style-type: none"><li>▪ Literary Studies and Writing</li><li>▪ Literary Studies and New Media</li><li>▪ Literary Studies and Spoken Language</li></ul>	<p><b>English 12 First Peoples 4-credit required course</b></p>

# Social Studies



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<b>Grade 10</b>	<b>Grade 11/12</b>	
Social Studies 10	Explorations in Social Studies 11 Francophone History 11 20 <sup>th</sup> Century World History 12 Asian Studies 12 B.C. First Peoples 12 Comparative Cultures 12 Comparative World Religions 12 Contemporary Indigenous Studies 12	Economics 12 Genocide Studies 12 Human Geography 12 Law Studies 12 Philosophy 12 Political Studies 12 Physical Geography 12 Social Justice 12 Urban Studies 12

# Career Education 10-12

Career-Life Education CLE	Career-Life Connections CLC
Expanding Understanding	Personal Application
Students develop the career-life development knowledge, skills, and strategies needed for life's journey into adulthood.	Students apply this career-life development understanding to their own life journey, including the <i>career-life exploration</i> component and <i>capstone</i> .



# Career:

The constellation of life-roles an individual plays over his or her lifetime.

It is one's "life story".





*“For the first time we are preparing students for a future we cannot clearly describe.”*

– David Warlick

# Top Ten Skills Important in the Workforce

## 2015

-  1. **Complex Problem Solving**
-  2. **Co-ordinating with Others**
-  3. **People Management**
-  4. **Critical Thinking**
-  5. **Negotiation**
-  6. **Quality Control**
-  7. **Service Orientation**
-  8. **Judgement + Decision Making**
-  9. **Active Listening**
-  10. **Creativity**

## 2020

-  1. **Complex Problem Solving**
-  2. **Critical Thinking**
-  3. **Creativity**
-  4. **People Management**
-  5. **Co-ordinating with Others**
-  6. **Emotional Intelligence**
-  7. **Judgement + Decision Making**
-  8. **Service Orientation**
-  9. **Negotiation**
-  10. **Cognitive Flexibility**



## CREATIVE THINKING Competency Profiles

OVERVIEW



## POSITIVE PERSONAL & CULTURAL IDENTITY Competency Profiles

OVERVIEW



## PERSONAL AWARENESS & RESPONSIBILITY Competency Profiles

OVERVIEW



## COMMUNICATION Competency Profiles

OVERVIEW



## CRITICAL THINKING Competency Profiles

OVERVIEW



## SOCIAL RESPONSIBILITY Competency Profiles

OVERVIEW

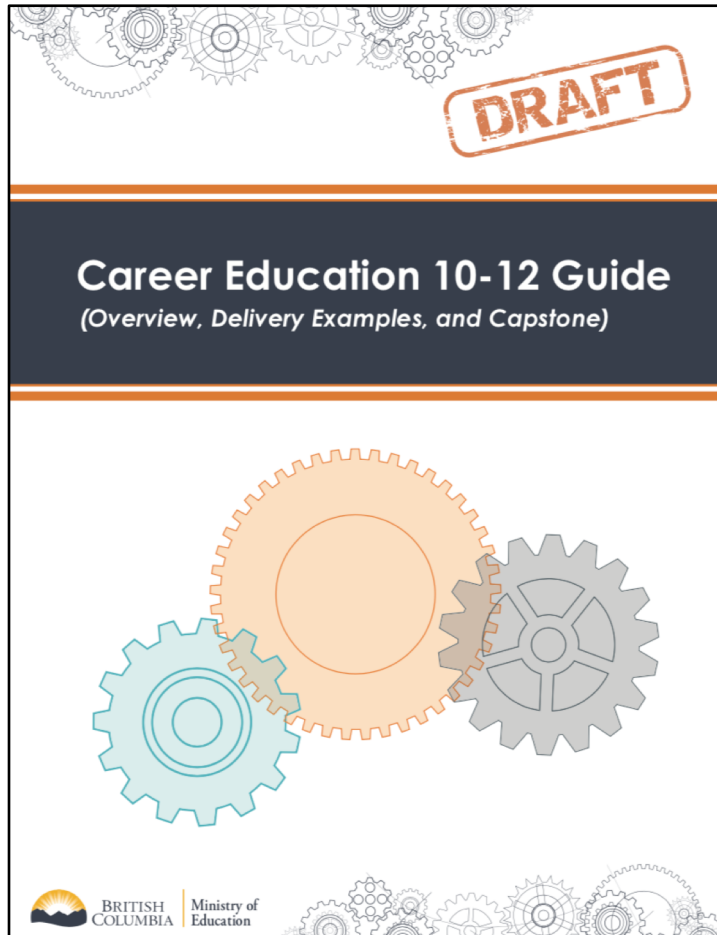


WHAT ARE WE DOING TO GIVE STUDENTS THEIR BEST  
LIFE CHANCES IN A RAPIDLY CHANGING WORLD?





# Career Education Guide 10-12



## Includes:

- Overview of career-life development
- Ideas for delivery models
- Capstone and criteria

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en\\_career-education\\_10-12\\_career-education-guide.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_10-12_career-education-guide.pdf)

## Webinar hosted by BCPVPA

<https://bit.ly/2NeuNtJ>

# Career Education 10-12

The learning standards for the secondary years include:

- exploration of multiple career-life roles and personal life/work balance
- opportunities for deeper learning
- experiential learning and community networking
- reflection on their learning experiences in school and out of school
- self-assessment of Core Competency development
- methods of organizing and maintaining authentic career-life evidence
- incorporation of inclusive practices and First Peoples perspectives/worldviews
- flexible planning for preferred post-graduation possibilities

# Career Education - Sense of Purpose



The redesigned curriculum assists students in finding where their personal interests and strengths overlap with emerging opportunities in the world.



# Career-Life Exploration – Expectation for CLC

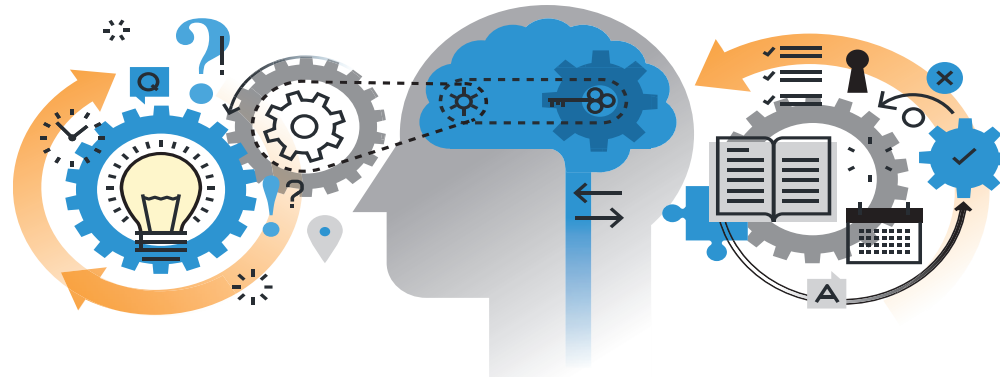
EXAMPLES OF CAREER-LIFE EXPLORATIONS	REFLECTING ON CAREER-LIFE EXPLORATION
<p>The Theatre Arts department seeks and trains senior students every year to be part of the lighting crew for performances and events. As part of this volunteer crew, the student decides to use this experience as his career-life exploration.</p> 	<p>The Theatre Arts department head and the student's mentor collaborate to develop the expectations for his participation in this career-life exploration, including transferrable skills of technical expertise, work ethic, and collaboration. The student records his reflections about learning, struggles, and successes in these areas at least once per week in a digital folder that is accessible and responded to by his mentor.</p>
<p>Students are inspired by their Environmental Science 11 coursework and decide that they would like to collaborate on fieldwork focused on water quality at local beaches. Their Environmental Science teacher agrees to help them by connecting with the relevant municipal agency and hosting a mini-series about water-quality testing provided by the agency.</p> 	<p>The agency employee, the Environmental Science 11 teacher, and the mentor co-create the expectations and assessment criteria for this field study with the students, deciding to highlight fieldwork research and record-keeping, stewardship, and public communications. Students agree to publish their findings report on the school's website after having received feedback from their Environmental Science teacher and the municipal agency.</p>
<p>The student has a part-time job after school. She selects this employment experience as a good fit for the career-life exploration requirement.</p> 	<p>In collaboration with her mentor, the student decides to use a journal format to record her thoughts and wonderings about her experiences on the job at least once a week. She chooses to focus on the themes of customer service and professional interactions with colleagues and her manager in her journal entries. The student uses these entries to share key learnings about the selected themes with her mentor and peers during check-in discussions in CLC.</p>

- **refers to substantive experiential learning (30 hours or more) that is intended to expand and/or deepen student exposure to career-life possibilities**
- **based on student needs and interests**
- **includes service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects**

# Capstone – Expectation for CLC

The capstone includes:

1. Self-assessment and critical analysis – students reflect on experiences in school and out of school, assess their development in the Core Competencies, and share highlights of their learning journey (past, present, and possible futures)
2. Representation and presentation – students design, assemble, and present a capstone to a relevant audience



# Importance of Mentorship across the Secondary Years



The role of the teacher will be so important as we guide and support students in creating a profile of who they are and what they can do throughout their education journey! They will take this profile to their next adventure after K-12...and beyond...

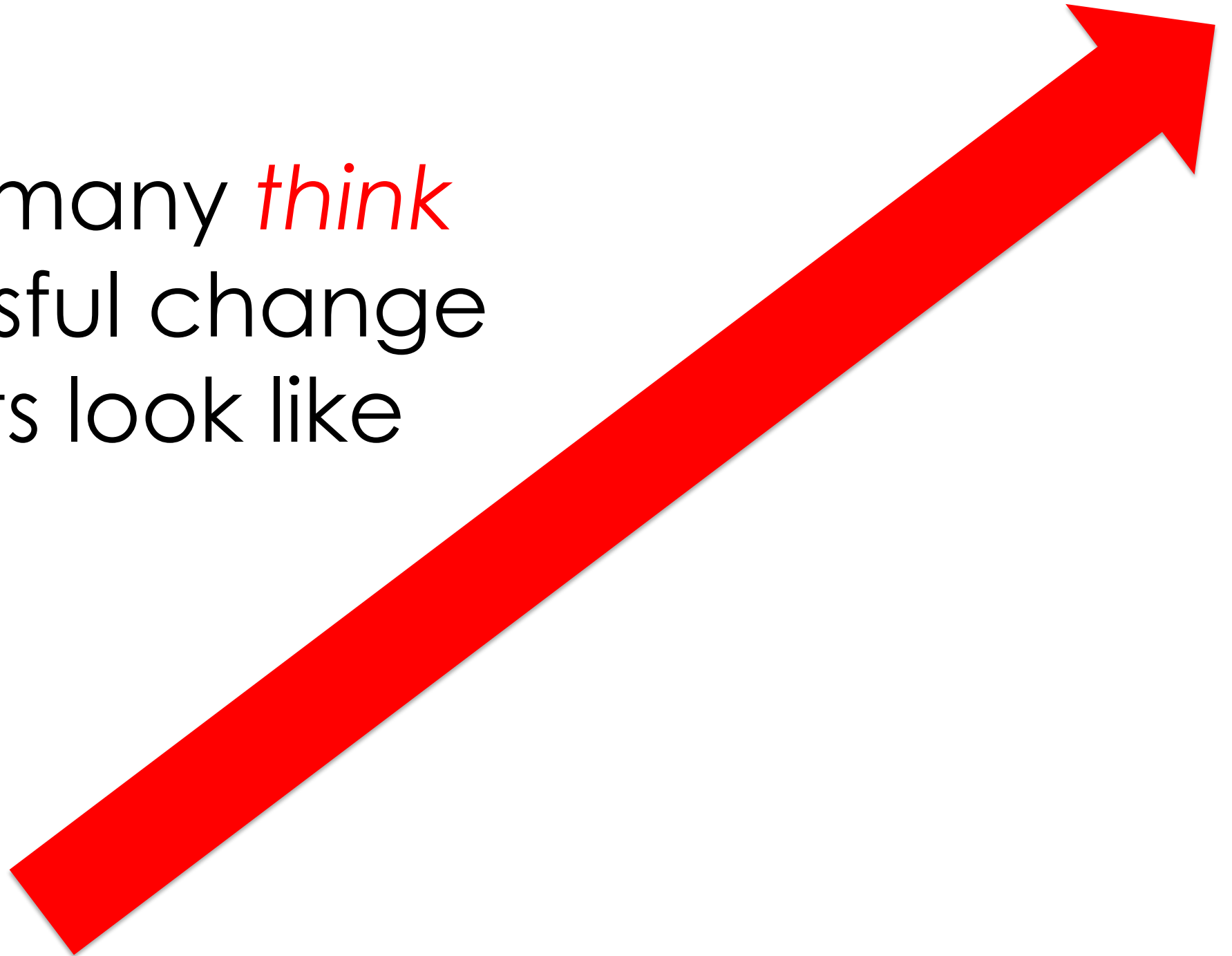
# Career Education 10-12 Delivery Models

Exploring creative ways  
to foster purposeful  
career-life development  
through meaningful  
mentorship

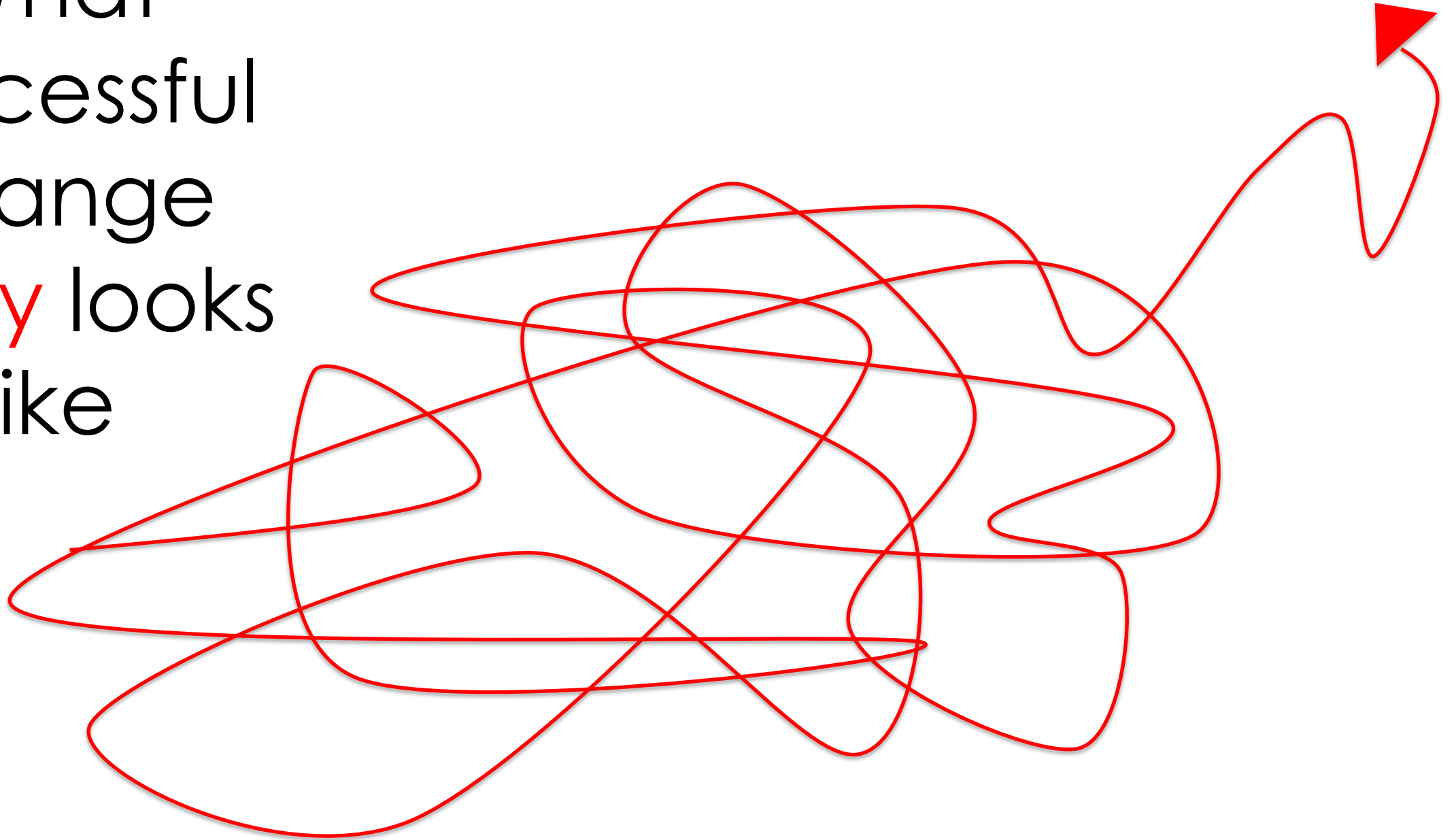


- ✓ What structures, resources, and strengths in our school community can enable meaningful career-life development for students, and how do we build on these?
- ✓ How can we leverage our structures, resources, and strengths to focus on supportive teaching and learning relationships with students?
- ✓ What challenges in our school community will need to be reconsidered to better enable meaningful career-life development for students?
- ✓ How do we provide students with a mentor who knows them well and can guide them in the career-life development process across the secondary years?
- ✓ How will students be supported in ongoing exploration of ways to align their strengths and interests with career-life possibilities in education, work-related, and personal life contexts in school, out of school, and post-graduation?
- ✓ What community relationships do we currently have that can be broadened to support meaningful career-life development for youth? How do we cultivate more community networks?
- ✓ What strategies and structures do we have in place to monitor and encourage students who may require extra support with purposeful career-life development?

What many *think*  
successful change  
efforts look like



What  
successful  
change  
**really** looks  
like



# Career Education for **My** Life Story



The life stories of too many people turn into biographies.

Our goal as educators is to put the pen into our students' hands, guiding them in authoring autobiographies.

***Purposeful** Career-Life Development*



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*Thank You*



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