

Offering Choice: BC's New ELA 10-12 Curriculum

THE NEW CURRICULUM

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IN COLLABORATION WITH THE ELA 10-12

VANCOUVER TECHNICAL SECONDARY

DEVELOPMENT TEAM

imagine a place . . .

. . . where you bend and sway,
leap and land,
right where a story
begins.



Consultation, Design, & Development

Starting in 2011:

- Curriculum & Assessment Framework Advisory Group
- Regional consultation sessions
- *Enabling Innovation* background paper
- Exploring possible curriculum designs with educators/academics
- *Exploring Curriculum Design* background paper
- Competency research and definitions
- Graduation program consultations
- Curriculum development (K-12) in all subject areas
- Competency development in school districts
- Advisory Group on Provincial Assessment
- Curriculum Standing Committee
- Ongoing Research and global trends

Curriculum Design - Guiding Principles: *Concept-Based, Competency-Driven Curriculum...*

- Core Competencies
- Big Ideas
- Deeper Learning
- First People's Principles

Curriculum Design - Guiding Principles

- Reduce prescription
- Flexibility
- Professional creativity
- Align assessment

ELA Curriculum Design

The curriculum is designed to empower students:

- to provide strong communication skills
- to provide understanding and appreciation of language and literature
- to provide the capacity to engage fully as literate and responsible citizens in a digital age
- to guide students in learning to think critically, creatively, and reflectively
- to construct a sense of personal and cultural identity
- to be respectful of a range of perspectives and worldviews.

Flexible teaching and learning

- multiple ways of delivery
- choice in structure
- accommodation for school needs
- variety of instructional approaches

KNOW, DO, UNDERSTAND



BIG IDEAS

- The Big Ideas are generalizations and principles that students are able to discover through the Content and the Curricular Competencies of the curriculum.

Many of the Big Ideas progress and deepen over time; others remain constant:

Grade 4-5

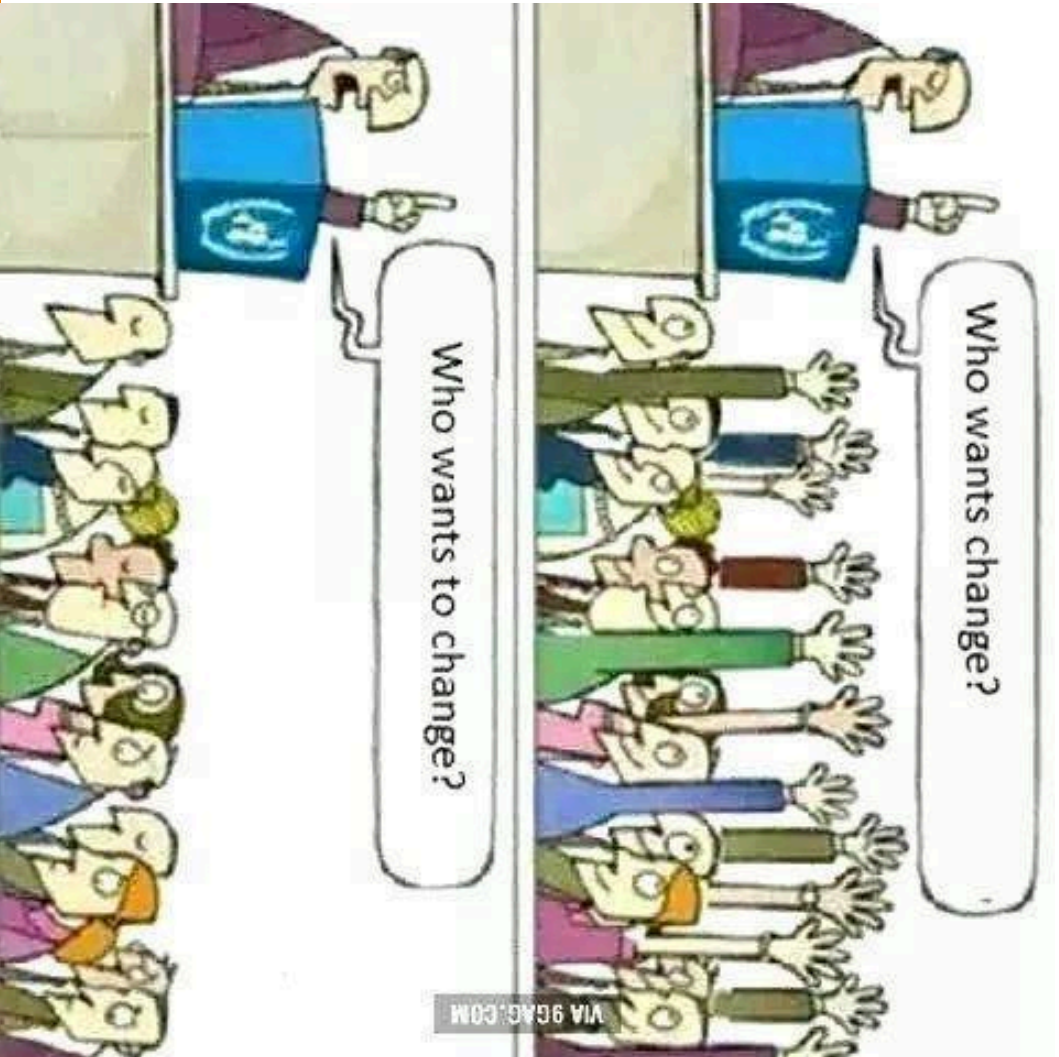
Texts can be understood from different perspectives.

Grade 6-7

Exploring and sharing multiple perspectives extends our thinking.

Grade 10-12

People understand text differently depending on their worldviews and perspectives. Texts are socially, culturally, geographically, and historically constructed.

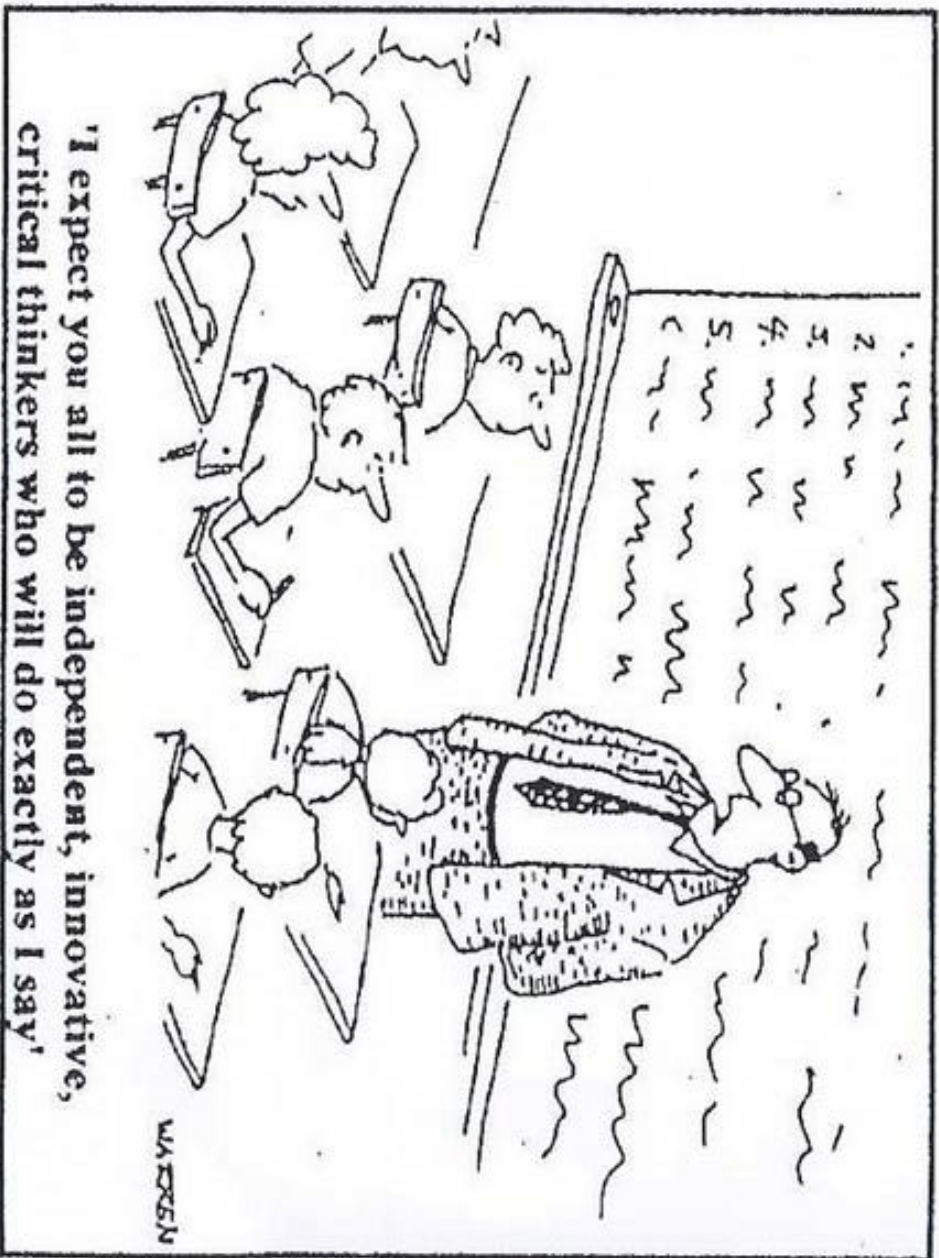


Comparing Old & New

HOW THE CURRICULUM IS CHANGING



- The core of all the ELA courses include reading/viewing, writing/representing, and speaking/listening so that students have the best possible options after high-school.
- Students are required to take the same minimum amount of English 10-12 courses as they do currently (i.e. Three 4 credit courses). They can take more electives at the grade 12 level.



'I expect you all to be independent, innovative, critical thinkers who will do exactly as I say'

Course codes, course names, and course credits are attached to the 5 options courses and the required Gr. 12 course.

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

[ComparisonChart_ELA10to12May2017.docx](#)

Course codes, course names, and course credits are attached to the five options courses (e.g. EFP10 WR; EFP 10 LS; EFP 10 NM; EFP 10 SL)

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

English First Peoples 10-12

Students may take EFP courses in Grades 10, 11, and 12, as shown above.

EFP 10-12 is the academic equivalent of English 10-12 and is accepted for post-secondary entrance.

Timetabling: How to offer choice

Schools can decide how many courses to offer depending on the size of their student population i.e. don't need to offer them all

Survey students to see what their interests are so that schools can offer courses that match their interests

1. Offer all choices

2. Choose one course your department wants all students to take with the options:

Literary studies and New Media

Literary Studies and Creative Writing

Literary studies and Composition

Literary Studies and Spoken Language

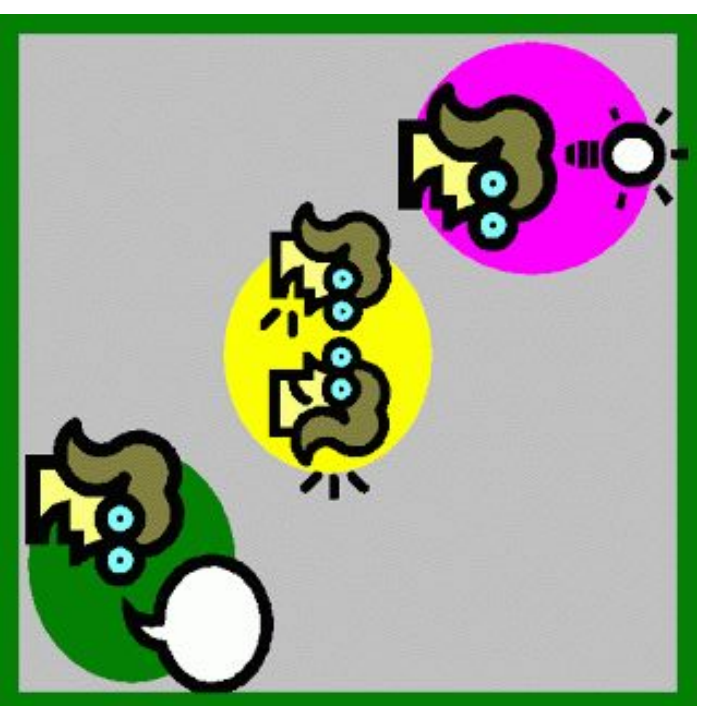
3. Bundle grade 10 courses:

- **Bundle A: Creating Writing and New Media**

- **Bundle B: Lit Studies and Spoken Language**

How could you offer choice
at your school?

- Think
- Pair
- Share



Let's Start a Plan...

Read your course description

Design around curricular
outcomes

Brainstorm key texts/ideas





What about Communications?

- FNEESC
- Low floor; high ceiling
- Support/Intervention for students
- BCTELA and inclusivity

Mixed Ability Grouping

Canadian Educators Association

www.ccea-ace.ca

University of Toronto

Ontario Institute for Studies in Education

www.oise.utoronto.ca

December 2010

The Facts on Education Should We Be Streaming Students?

'Grouping' by ability, or 'tracking', or 'streaming' means that students are placed into groups defined by their ability levels. Students may be grouped by ability either for a subject (for example for mathematics or reading) or for all or almost all their instruction. Students' assignment to an ability group may be temporary, changing during the year, or relatively permanent.

Advocates of grouping by ability claim that it can raise achievement standards since teachers can target their instruction and use resources more effectively. However, researchers have shown that grouping by ability can have adverse effects on students' attitudes towards schooling and their self-esteem. Studies on ability grouping show inequitable outcomes and social consequences:

- It is very difficult to distinguish 'ability' from 'prior achievement'.
- Use of grouping by ability is associated with worse overall student performance.
- Students placed in higher ability groups may perform better but students placed in lower ability groups typically perform worse than in mixed ability groups.
- There is a tendency for lower teacher expectation and lower quality of instruction in lower ability groups.
- For students assigned to low-ability groups, there are negative effects on their self-esteem, motivation and attitudes towards schooling.

Research suggests that students in non-grouped settings, especially for those with lower achievement, have more healthy and positive attitudes towards school than students in grouped settings.

Researchers advocate using mixed grouping and reducing ability grouping in schools, but more important is to focus on improving instruction and curriculum for students of all achievement levels.

For online resources on grouping by ability as well as the research references that inform this issue, please visit:

www.ccea-ace.ca/facts-on-education



Provincial Assessment

Stakeholders (e.g., BCTF, Post-Secondary, Ministry, FNEESC, etc.) met to make recommendations around large-scale assessments

Curricula will drive assessment (i.e. exams will reflect curricula)

Current understandings of assessment should still be the focus for on-going day to day practice (Assessment committee has been formed)

Graduation Assessments – Key Working Assumptions

- Assessments required for graduation
- Not tied to a course – standalone measures
- Students not required to reach a minimum level of proficiency; students will be encouraged to reach maximum proficiency
- Students can rewrite to improve their proficiency
- Will appear on transcript; tied to provincial scholarships.
- Reported on a Proficiency scale
(e.g., Emerging → Developing → Proficient → Extending)

Literacy Assessment

The Literacy Assessment has different subject areas represented on the development team.

The aim is for students to demonstrate their ability to make meaning from text and express oneself in a variety of modes and for a variety of purposes. This includes making connections, analyzing critically, comprehending, creating, and communicating.



What is something in your practice that **affirms**?

What is something that you could **refine**?

What is something that you could **aspire** to?

What opportunities are there to **let something go**?

Rethinking Change...

<https://www.youtube.com/watch?v=MFzDaBzB1L0>

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