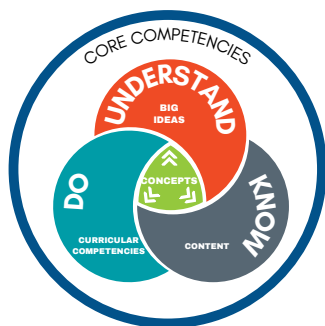


A GUIDE TO LEARNING

The BC curriculum is designed to provide flexibility to inspire the **personalization of learning** and address the diverse needs and interests of students. It recognizes each student as an individual learner, with their unique learning style and gifts, and acknowledges that not all students learn at the same pace, in the same learning environment, or in the same style.



BC CURRICULUM MODEL

The curriculum model is made up of learning standards that guide exploration and encourage personalization:

- **Content** – What students are expected to know
- **Curricular Competencies** – What students are expected to do
- **Big Ideas** – What students are expected to understand

Personalization of learning allows for:

- Flexible learning environments along with supports and services that are tailored to meet student needs
- Student agency to be built through self-directed learning and student voice and choice
- Learning experiences to be built upon student interests, goals, and learning needs, and adapted to the local environment and/or individual context

Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deeper learning. Along with **goal setting**, Core Competencies are foundational to the BC Curriculum. They ensure that students are mindful of their growth through self-reflection and self-assessment.



Communication



Critical Thinking
Creative Thinking



Personal & Cultural Identity
Personal Awareness &
Responsibility
Social Responsibility

Communication of learning to families of K - 9 students is provided using the **Provincial Proficiency Scale** along with strength-based descriptive feedback that describes what students can do now and what they are working toward, along with areas for future growth and strategies to support them. Feedback on student engagement and learning habits is also provided.

PROVINCIAL PROFICIENCY SCALE	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Communication of learning to families of Gr. 10 - 12 students is provided using **Percentages** along with strength-based descriptive feedback that describes what students can do now and what they are working toward, along with areas for future growth and strategies to support them. Feedback on student engagement and learning habits is also provided.

LETTER	PERCENTAGE RANGE	DEFINITION
A	86 - 100	The student demonstrates excellent or outstanding learning in relation to the learning standards.
B	73 - 85	The student demonstrates very good learning in relation to the learning standards.
C+	67 - 72	The student demonstrates good learning in relation to the learning standards.
C	60 - 66	The student demonstrates satisfactory learning in relation to the learning standards.
C-	50 - 59	The student demonstrates minimally acceptable learning in relation to the learning standards.
F	0 - 49	The student has not demonstrated, or is not demonstrating, minimally acceptable learning in relation to the learning standards. Prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.
SG	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade.
TS	N/A	Transfer Standing: May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act.
IE	N/A	Insufficient Evidence: The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards.

Inclusive Education

Students who receive targeted and specific assessment supports, may also have personalized learning plans such as an **Individual Education Plan (IEP)** or an **Annual Instructional Plan (AIP)**. An IEP is a documented plan, developed in consultation with parents, for a student who has been identified as having diverse needs as defined by the Ministry of Education and Childcare. An AIP is a documented plan designed to meet the needs of the English Language Learner (ELL) as identified through an annual assessment of English language proficiency.

Indigenous Coursework Graduation Requirement

All students working toward a B.C. Certificate of Graduation, must complete at least 4 credits in Indigenous-focused coursework. Students can meet this requirement through a variety of course options, including provincial Indigenous-focused courses; provincially-authorized First Nations language courses; and Indigenous-focused, locally developed (Board Authorized or First Nation Authorized) courses. The Indigenous-focused graduation requirement for all secondary students is an important step toward lasting and meaningful reconciliation, providing all BC students with the necessary time and opportunity to develop deeper understanding and a broader knowledge base of Indigenous worldviews, histories and cultures, and support the K-12 sector's mandate to develop the Educated Citizen. The new requirement also reflects ongoing work by the Ministry of Education and Child Care, FNESC, and other education partners to build capacity within the education system to address Indigenous-specific racism and builds on work to integrate Indigenous perspectives and content across the curriculum and into professional development and standards for B.C. educators.