Redesigned Curriculum in Action

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Grade 6/7, Crescent Park Elementary
Surrey Schools
• Content → Competencies
• Projects → Inquiry
• Standardized → Personalized
• Organized → Messy
• Prescriptive Learning Outcomes → Flexible Learning Standards
  ◦ More opportunity for cross-curricular connections
• First People's Principles of Learning
Critical & Creative Thinking
Stem Challenges
LEARNING INTENTION:

I can create an "I wonder" statements about observations I make in nature.
CRITERIA

- My wonder is linked to what I notice
- My observation is true and it's about something in nature
- My wonder is something I don't already know

Place-Based Learning
Global Connections

#mysteryskype  Twitter  Blogging

#GRA15
• Accountability → Learning
• Teacher → Student
• Knowledge → Competencies
• Reporting → Communicating
  Student Learning
• INTENTIONAL, ONGOING & PERSONALIZED

**Shifts in Assessment**
Planning: Making Connections...

Big Ideas

Curricular Competencies

Content

Start from any point and connect some dots...
Big IDEA → Exploring text and story helps us understand ourselves and make connections to others and to the world.

CURRICULAR COMPETENCY → Construct meaningful personal connections between self, text, and world.

CONTENT
- literary elements
- reading strategies
- metacognitive strategies

LEARNING INTENTION:
I can make a connection between an Aboriginal story and something I have experienced.

What Might This Look Like In Practice?
LEARNING INTENTION:
I can make a connection between an Aboriginal story and something I have experienced.

CRITERIA
- My connection is about a character, feeling, or event in the story
- My connection includes important details about my personal experience
- My connection helps me empathize with the story's characters
### Needs Improvement

<table>
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<tr>
<th>Criteria</th>
<th>Evidence of Meeting</th>
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**Personalizing Assessment**
Self & Peer Assessment
Cool exhibit at Science World: Animal Inside Out

Content: Body Systems (Gr. 6)

What connections exist between Gr. 6/7?

Curricular Competencies:
- Use scientific understandings to identify relationships & draw conclusions
- Transfer & apply learning to new situations

What could students do?

Natural Selection?

What big ideas does this address?

What do students need to get here?

Content: Natural Selection (Gr. 7)

What are some possible inquiry questions that could guide our learning?

How does an animal’s nervous system differ from a human’s? (Gr. 6)

Why did cows evolve to have multiple stomachs? (Gr. 7)

Big Ideas: Evolution provides an explanation for diversity and survival of living things. Multicellular organisms rely on internal systems to live, reproduce, and interact with their environment.
• Allows students to explore questions personally meaningful to them
• Involves students actively in the development of learning experiences
• High student engagement
• Competency driven
• Opens up cross-curricular possibilities
• Various possible types of small-group inquiry to suit different needs/contexts
  ○ Mini Inquiry, Curricular Inquiry, Lit Circle Inquiry, Open Inquiry

*See Comprehension & Collaboration: Inquiry Circles in Action (Harvey & Daniels)
Shifts in Planning...

What essential questions might help guide our learning?

What are students interested in learning?

Which cross-curricular connections could be highlighted?

Which content is worth exploring in depth? How could we frame it as inquiry?

What will students do?

What tools & resources could we use?

What explicit instruction is needed to develop these competencies?
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