

# K-12 Curriculum Redesign

## An introduction to Yukon's new competency-based curriculum

### Changing how students learn

Students have different learning needs. They learn successfully in different ways.

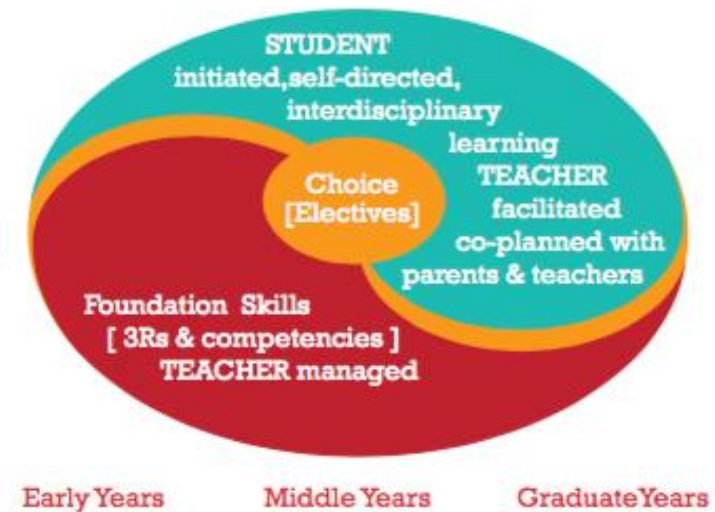
B.C. and other jurisdictions across Canada and around the world are moving to personalized learning, which puts the student at the centre of learning. B.C. reviewed trends, research and good practices from Canada and around the world in making these changes toward more student-centred and competency-driven learning.

Personalized learning motivates students by:

- giving them more choice in what and how they learn
- working from their strengths, interests, goals and needs
- involving them in reflecting on and taking greater control of their learning

Personalized learning also means more learning opportunities that are connected to the student's local context and individual experiences.

### PERSONALIZED



## Essential aspects of Yukon's curriculum redesign

Yukon will use B.C.'s new competency-based curriculum as a base, with additions and adaptations to fit our northern and Yukon First Nations contexts.

Competency-based learning and instruction requires that our focus shifts from primarily what students need to know to how they learn and understand. The content becomes the vehicle to enable students to demonstrate their competencies.

Competency profiles and illustrations are available at <https://curriculum.gov.bc.ca/competencies>



### Core competencies

The Core Competencies are sets of intellectual, personal and social skills that all students need to become educated citizens, able to engage in life-long learning.

- Thinking (critical and creative)
- Communication (includes digital media)
- Personal and Social Responsibility (cultural identity)

In this curriculum these skills are more specifically represented through the curricular competencies that appear in all areas of learning.

### Foundational literacy and numeracy

These are skills fundamental to ALL learning, although they are seen as relating to English language learning and mathematics.

#### Foundational literacy

The ability to understand, critically analyze, create and use a variety of forms of communication (reading, writing, speaking, listening, visual, digital, multimedia)

#### Foundational numeracy

The ability to understand and use mathematical concepts, processes and skills to solve problems in a variety of contexts

## Big ideas and deeper learning

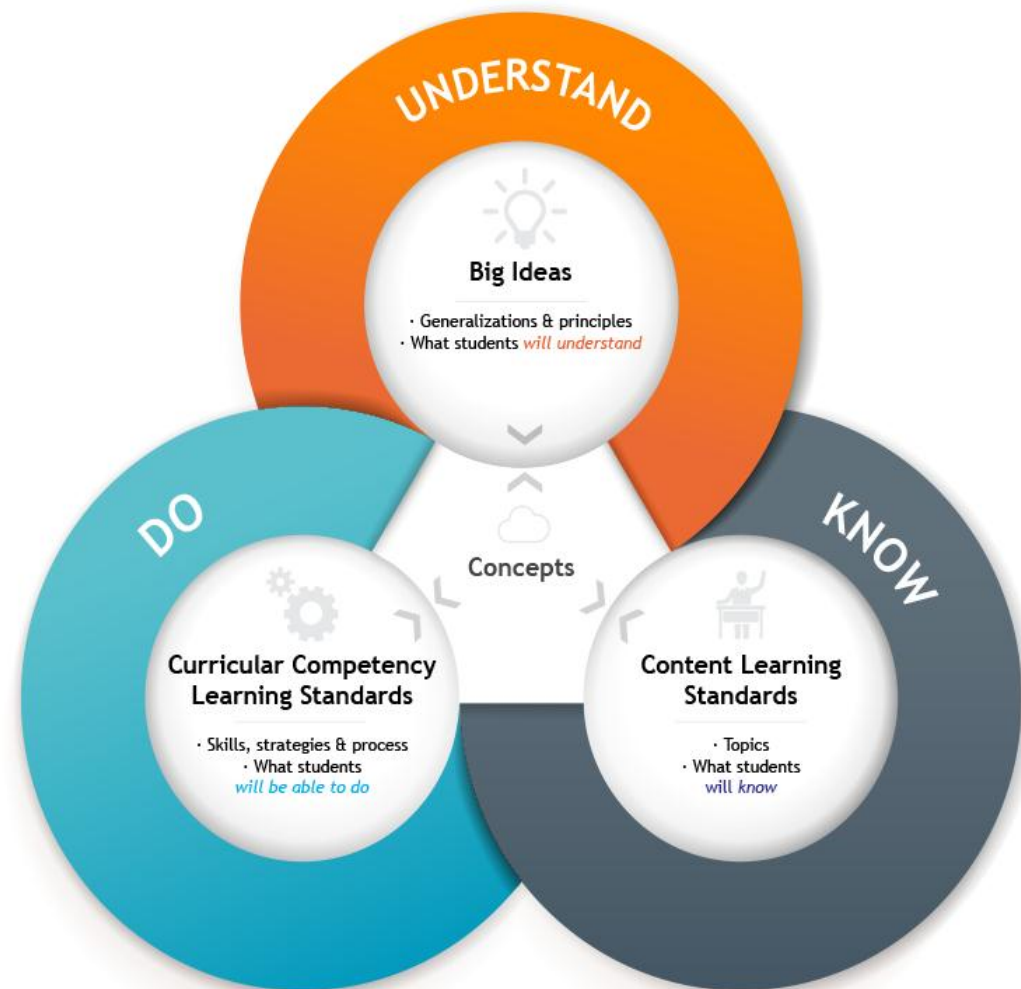
All areas of learning have been redesigned based on the “Know-Do-Understand” model.

This model fosters higher order thinking and deeper learning. It also allows for greater flexibility (inter-disciplinary, localized, hands-on).

**KNOW** - **Content Learning Standards** that reflect essential topics and knowledge at each grade level

**DO** - **Curricular Competencies** that are subject specific and reflect the skills, strategies and processes that students will develop over time

**UNDERSTAND** - **Big Ideas** are key concepts that students will understand at the completion of the subject curriculum for their grade



## Yukon and Yukon First Nations contexts and perspectives

Yukon students need to be able to see themselves and their experiences in what they learn in order to connect with what they are learning.

Exemplars and resources that reflect Yukon, northern and Yukon First Nations contexts and perspectives will be developed with Yukon educators and with advice from Yukon First Nations to replace the B.C. specific references in the curriculum.

In collaboration with Yukon First Nations, First Nations worldviews will be embedded in all grades and subject areas. All students K-12 will learn about Yukon First Nations cultures, knowledge, histories and reconciliation. References to First Nations perspectives and knowledge are both explicit and implicit in the redesigned curriculum.

We encourage Yukon educators to read the [Yukon First Nation Literacy Framework Workshop report](http://cyfn.ca/wp-content/uploads/2013/09/Lit-Framework-Report-Web.pdf) on literacy and lifelong learning, at <http://cyfn.ca/wp-content/uploads/2013/09/Lit-Framework-Report-Web.pdf>.

The curriculum in Yukon will also reflect the ways Yukon students learn - in the classroom, in the community and on the land. In all areas of learning, teachers are encouraged to teach in ways that respect where the students are as learners and as citizens of their communities.



## Flexible learning environments & community involvement

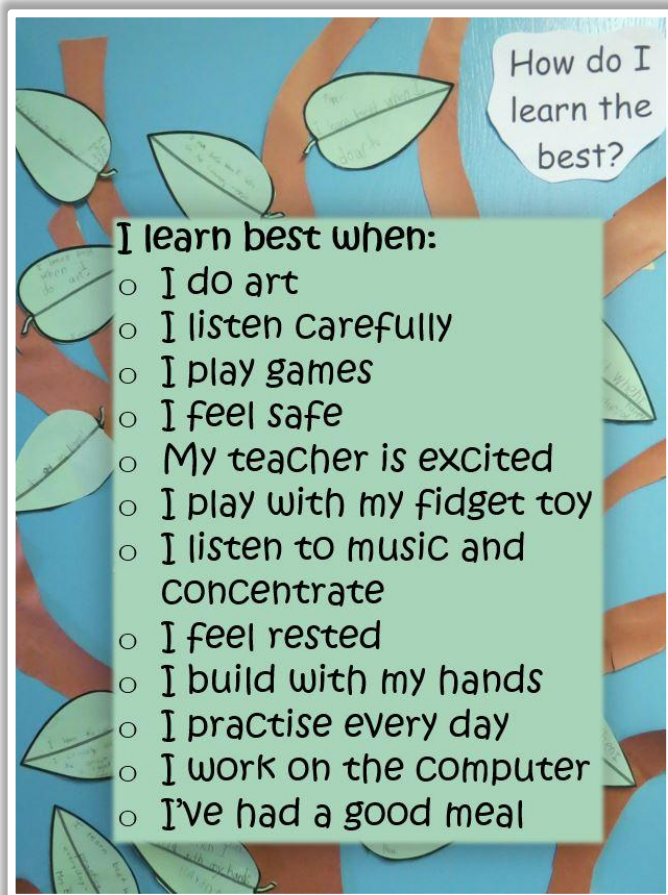
Building on the good practices already underway in many of our schools, we will keep designing and providing more flexible learning environments for Yukon students.

The redesigned curriculum empowers teachers to create learning experiences that go deeper than the written curriculum to better address students' needs, interests and local context.

Yukon schools and teachers are encouraged to:

- develop more hands-on learning opportunities
- find flexible ways to organize the times and spaces when and where learning occurs
- create courses, modules and thematic units that are inter-disciplinary
- enrich learning by involving community expertise and perspectives to reflect local context, especially when learning about culture-specific contexts
- integrate technology to explore deeper understanding, creativity and ways to access global audiences





## Questions?

Please contact Learning Support Services at the Yukon Department of Education

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1-800-661-0408 ext. 5607

[curriculum@gov.yk.ca](mailto:curriculum@gov.yk.ca)

## Standards & Assessment

### Performance standards

Performance standards ensure students are prepared for life after school and that their education is recognized by other schools and post-secondary institutions. They enable teachers and students together to identify where they are at in the learning, where they need to go next and how they will get there.

Performance Standards are available at [https://www.bced.gov.bc.ca/perf\\_stands/](https://www.bced.gov.bc.ca/perf_stands/)

### More feedback (formative assessment)

Teachers give students and parents more ongoing feedback to help students participate in and manage their own learning. This means a greater emphasis on formative assessment practices such as co-constructing criteria, self-assessments and student portfolios.

Teachers and students set learning goals together and students develop the skills to self-direct their studies and self-assess their progress.

### Tests and projects (summative evaluation)

Students also complete tests and projects to demonstrate their learning.

## More information

More information on this curriculum is available online.

Yukon Department of Education

<http://www.education.gov.yk.ca/curriculum.html>

B.C. Ministry of Education

<https://curriculum.gov.bc.ca/curriculum-updates>