

## **Applied Design, Skills, and Technologies: What's New?**

As part of the current work of transforming the BC provincial curriculum, there is an intention to bring applied learning to all curricula. This is being done in two ways. Firstly, individual areas of learning are being revised to place greater emphasis on curricular competencies, the *doing* part of the curricula. Secondly, the Applied Skills curricula are being re-envisioned as a K-12 program.

The name “Applied Design, Skills, and Technologies” replaces “Applied Skills.” The new name is intended to better capture the scope and nature of the domain. Design involves the ability to combine an empathetic understanding of the context of a problem, creativity in the generation of insights and solutions, and critical thinking to analyze and fit solutions to the context. To move from design to final product or service requires skills and technology. Skills are the abilities gained through competence to do something and to do it increasingly well. Technologies are tools that enable human capabilities, and range from blunt-nosed scissors, to tablets, to drill presses, depending on the grade level, available resources, and facilities.

In Applied Design, Skills, and Technologies (ADST), students will grow in their ability to use design thinking to gain an understanding of how to apply their skills to problem finding and solving using appropriate technologies.

### **Kindergarten to Grade 5**

#### **What's the same?**

- Teachers will continue to provide students with opportunities to design and make things in the context of exploratory and purposeful play and learning in various areas of learning.

#### **What's new?**

- This is a new provincial curriculum for K-5.
- The K-5 curriculum consists only of Curricular Competencies and Big Ideas. The intent is that these will provide a common focus and a common language for the designing and making activities that are currently a normal part of students' learning experiences in K-5 classrooms.
- There is one set of Curricular Competencies for K-3, with simplified design stages that are naturalistic and developmentally appropriate.
- There is another set of Curricular Competencies for Grades 4 and 5 with more detailed design stages to reflect a developmental progression and encourage more purposeful designing and making.
- This is a simplified curriculum that has no Content learning standards for K-5. The intent and requirement is that teachers use the learning standards for Curricular Competencies from ADST K-5 with grade-level content from other areas of learning to provide students with cross-curricular opportunities to develop foundational mindsets and skills in design thinking and making.

### **Grades 6 and 7**

#### **What's the same?**

- Middle schools or other schools that currently offer a rotation of modular explorations will be able to accommodate the redesigned ADST curriculum within their current delivery models.

#### **What's new?**

- This is a new provincial curriculum for Grades 6 and 7.
- The curriculum is modular in design to allow for choice and a variety of delivery models, depending on the school configuration and student interest.
- The curriculum is identical for the two grades. The intent is that students do at least three Content modules in each grade.
- The Curricular Competencies and Big Ideas are identical for all Content modules.
- Schools may choose from among the modules provided in the provincial curriculum or develop new modules that use the Curricular Competencies of ADST 6-7 with locally developed content.
- Locally developed modules can be offered in addition to, or instead of, the modules in the provincial curriculum.
- The curriculum has been developed to accommodate delivery in variety of settings.
- Schools that currently have an exploratory rotation may choose to continue with that delivery model for ADST. Schools that do not currently have an exploratory rotation may wish to develop one, or to teach ADST modules in an integrated cross-curricular way with other areas of learning.

### **Grades 8 and 9**

#### **What's the same?**

- There are provincial curricula in Business Education, Home Economics, Information Technology, and Technology Education.
- Schools will continue to encourage exploration as well as offering students choices.
- Schools will be able to accommodate the redesigned ADST curriculum within their current delivery models.

#### **What's new?**

- The Curricular Competencies and Big Ideas for Grade 8 are the same as for Grade 7.
- The Curricular Competencies and Big Ideas for Grade 9 will be continued for Grade 10.
- There are separate sets of Content options for Grade 8 and Grade 9. These may be offered as modular rotations of varying length, as is common for Grade 8 now, or as full-year courses, as is often the case in Grade 9 now.
- The Curricular Competencies and Big Ideas are the same for all of the Content modules in a grade.
- Schools are expected to offer students the equivalent of a “full-year” program in ADST. This can be made up of one or more modules.
- Schools may choose from among the modules provided in the provincial curriculum or develop new modules that use the Curricular Competencies of ADST 8 or 9 with locally developed content.
- Locally developed modules can be offered in addition to, or instead of, the modules in the provincial curriculum.
- As the new ADST curriculum has explorations starting in Grade 6, schools may wish to offer students more choice in Grades 8 and 9 than was offered previously.

## **What's coming for Grades 10 to 12?**

### **What will be the same?**

- There will be provincial curriculum in the areas of Business Education, Home Economics, Information Technology, and Technology Education and related disciplines.
- Students in Grades 10 to 12 will have opportunities to specialize in a specific area or to continue to explore their interests in more than one area. The specialization might be driven by students' desire for practical skills in a particular area, their interests and passions, or their plans for post-secondary education or careers.
- School districts will be able to continue to offer and develop local courses to augment provincial curricular offerings.

### **What will be new?**

- The provincial curricula for Grades 10 to 12 will be reconfigured to match the intent and directions of ADST and to build on the explorations in Grades 6 to 9, and redesigned to match the current curricular design.
- The Curricular Competencies and Big Ideas for Grade 9 will also be used for all Grade 10 ADST curricula, for consistency and continuity.
- One set of Curricular Competencies and Big Ideas will be developed for Grades 11 and 12 and used for all Grade 11 and 12 ADST curricula.
- There will be greater emphasis in all ADST curricula on student choice about what products to design and make.
- Content learning standards will identify concepts and topics. This will create the space for students to personalize their learning by making choices about what they design and make and the depth and breadth of their learning on a particular concept based on their own interests and passions. The generality of the learning standards for Content will also facilitate inclusion by allowing the teacher or the student to adjust depth and breadth to match abilities.
- Local design options will be encouraged to meet local needs. Maximizing flexibility in curriculum delivery by enabling combinations of locally and provincially designed course content is ideal.
- Information Technology curricula will be significantly updated with input from post-secondary institutions.