**New Curriculum Big Ideas  
Reference Document for Teacher Planning and Communicating Student Learning**

The following compilation is from the first draft of the new curriculum. It is a living document and as the Ministry of Education adds to the document this resource will be updated in the portal. Please contact [kdawson@sd71.bc.ca](mailto:kdawson@sd71.bc.ca) if you notice that this reference document has not been undated.

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| **Grade 9** | |
| **Big Idea** | **Pop Out** |
| **Language Arts** | |
| Language and text can be a source of creativity and joy. | (text) Oral, written, visual, or digital communication   * Oral texts include speeches, poems, plays, and oral stories * Written texts include novels, articles, and short stories * Visual texts include posters, photographs, and other images * Digital texts include electronic forms of all the above * Oral, written, and visual elements can be combines (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements). |
| Exploring text and story helps us understand ourselves and make connections to others and to the world. | (story) Narrative texts that teach us about human nature, motivation, behaviours, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. |
| Exploring and sharing multiple perspectives extends our thinking. |  |
| Developing our understanding of how language works allows us to use it purposefully. |  |
| Texts are created for different purposes and audiences. |  |
| Synthesizing the meaning from different texts and ideas helps us create new understandings. |  |
| **Mathematics** | |
| Numbers can be represented in many forms and reflect different relationships. |  |
| Numeracy helps us to see patterns, communicate ideas, and solve problems. |  |
| Patterns allow us to see relationships and develop generalizations. |  |
| Geometry and measurement empower us to make meaning of the world. |  |
| We can apply mathematics to inquiry questions and use it to communicate information and data. |  |
| Data enable us to draw conclusions and make predictions in an unstable world |  |
| **Science** | |
| Cells are derived from cells. |  |
| The electron arrangement of atoms impacts their chemical nature. |  |
| Electricity is the flow of electrons. |  |
| The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them. | Questions to support inquiry with students:   * How do Earth’s major spheres interact? * How do matter and energy move through ecosystems? * How do first Peoples view the cycling of matter and energy? |
| **Social Studies** | |
| Emerging ideas and ideologies profoundly influence societies and events. |  |
| The physical environment influences the nature of political, social, and economic change. |  |
| Disparities in power alter the balance of relationships between individuals and between societies. |  |
| Collective identity is constructed and can change over time. |  |
| **Career Education** | |
| Main focus is on Exploration and Experience.  Understanding deepens through Exploration and Experience of:   * Self-advocacy * Flexibility and organizational skills * Education and career options * Identification and evaluation of resources * Leadership development * Social justice * Presentation skills * Second capstone project |  |
| **Physical and Health Education** | |
| Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals. |  |
| Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle. |  |
| Healthy choices influence our physical, emotional, and mental well-being. |  |
| Healthy relationships can help us lead rewarding and fulfilling lives. |  |
| Advocating for the health and well-being of others connects us to our community |  |
| **Arts Education** | |
| Identity is explored, expressed, and impacted through arts experiences |  |
| The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures. |  |
| Creative arts experiences can build community and nurture relationships with others. |  |
| Dance, drama, music, and visual arts use their own unique sensory language for creating and communicating. |  |
| **Core French** | |
| Listening and viewing with intent strengthens our understanding and acquisition of French. |  |
| I am capable of expressing myself and having meaningful conversations in French. |  |
| Stories give us unique ways to interpret and share knowledge, thoughts, and feelings. |  |
| Acquiring French provides opportunities to explore our own cultural identity from a new perspective. |  |
| Creative works are an expression of culture. |  |