

Overview of Curriculum Revision
Personal Planning K to 7 vs. Health and Career Education K to 7
Similarities and Differences

| Comparison | Personal Planning K to 7 | Health and Career Education K to 7 |
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| Subject Area Name | Health and Career Education | Health and Career Education |
| Names of Integrated Resource Packages (IRP) (English) | Personal Planning K to 7, 1999 (PP) | Health and Career Education K to 7, 2006 (HCE) |
| Names of Integrated Resource Packages (IRP) (French) | Formation personnelle et sociale M à 7, 1999 | Éducation à la santé et à la carrière M à 7, 2006 |
| Implementation Timelines | PP K to 7 replaced by HCE K to 7 in September 2008 | HCE K to 7 Implementation Optional for two years: September 2006 and September 2007 Full implementation required September 2008 |
| Rationale | PP K to 7 was designed to help students maintain, reinforce, and develop skills, attitudes, and behaviours that can enhance their personal well-being throughout their lives and prepare them to deal with a world of complex, ongoing change. | The aim of Health and Career Education K to 7 is to provide students with the knowledge, skills, and attitudes necessary to be informed decision makers and to make healthy and safe choices. Health and Career Education curriculum K to 10, along with many other government initiatives related to health-promoting schools and career planning, will assist students in developing the knowledge, skills, and attitudes for attaining and maintaining healthier lifestyles and managing their lives more purposefully and effectively. |
| Curriculum Organizers and Sub-organizers | The Planning Process Personal Development <i>Child Abuse Prevention</i> <i>Family Life Education</i> <i>Healthy Living</i> <i>Mental Well-being</i> <i>Safety and Injury Prevention</i> <i>Substance Abuse Prevention</i> Career Development | Goals and Decisions Career Development Health <i>Healthy Living</i> <i>Healthy Relationships</i> <i>Safety and Injury Prevention</i> <i>Substance Misuse Prevention</i> |
| Policy and Legislation | Required Area of Study Reporting guidelines apply Policy - Alternative Delivery applies to the Personal Development curriculum organizer. | Required Area of Study Reporting guidelines apply Policy - Alternative Delivery applies to the Health curriculum organizer |

| Comparison | Personal Planning K to 7 | Draft Health and Career Education K to 7 |
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| Recommended Time Allotments | <p>Grades K to 3: Teachers determine time allotments for each subject area.</p> <p>Grades 4-7: Recommended minimum time 5% of instructional time = approximately 45 hours of instructional time per year.</p> | <p>Recommended time allotment for HCE is 5% which is approximately 50 hours of instructional time per year.</p> <p>The HCE K to 7 IRP is based on approximately 45 hours of instructional time per year for Grades 1 to 7 and 20 hours for Kindergarten, to allow flexibility to address local needs.</p> <p>Teachers determine the degree to which they will integrate HCE with other subject areas.</p> |
| IRP Format | <p>PLOs provide for a combined K/1 and a combined 2/3</p> <p>Main body in 4 columns (PLOs; Suggested Instructional Strategies; Suggested Assessment Strategies; Recommended Learning Resources)</p> <p>Additional Appendices for PLOs, learning resources, assessment activities, etc.</p> <p>Only available in K to 7 format</p> | <p>Provides grade specific learning outcomes for each of Kindergarten, Grade 1, Grade 2 and Grade 3.</p> <p>PLOs provided in 2 formats - by grade and by curriculum organizer</p> <p>4-column format replaced with regular full-page text and some sections with two-column layout; no appendices</p> <p>New components:</p> <ul style="list-style-type: none"> - Achievement Indicators - Key Elements - Assessment Instruments - Assessment Overview tables - Classroom Assessment Model - Glossary <p>HCE K to 7 available in single grade formats as well as a complete K to 7 format.</p> |
| Number of Prescribed Learning Outcomes (PLOs) | PP K to 7 = 195 | HCE K to 7 = 117 |

Comparison

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| <p>New Curriculum Features</p> | <p>Prescribed learning outcomes—greater clarity in the wording, so that teachers, parents, and students will clearly understand the curriculum expectations</p> <p>Key elements—descriptions of content that help determine the intended depth and breadth of prescribed learning outcomes</p> <p>Achievement indicators—clusters of statements that collectively describe what students should be able to do in order to demonstrate that they fully meet the curriculum expectations for the subject and grade level</p> <p>Classroom Assessment Model—a series of assessment units, for each grade, that address clusters of learning outcomes organized by topic or theme</p> <p>Assessment overview tables—provide teachers with suggestions and guidelines for formative and summative assessment and grading</p> <p>Assessment instruments—samples for each grade; linked to specific units in the Classroom Assessment Model</p> |
| <p>Content Similarities and Differences</p> | <p>Estimated percentage of change:</p> <ul style="list-style-type: none"> – significant change in terms of format and new elements not found in previous IRPs – less significant change in terms of actual content – some change in terms of intent and focus <p>New IRP name more accurately reflects the actual content, and percentage representation of the PLOs. Emphasis of curriculum is on informed decision making.</p> <p>Revised IRP continues to include important health content such as healthy lifestyles, sexual abuse prevention, sex education, relationships, emotional health, safety and injury prevention, anti-bullying, and alcohol and drug education.</p> <p>Revised IRP includes new PLOs for Internet Safety, HIV/AIDS prevention, and road safety.</p> <p>There is now more emphasis on healthy eating and regular physical activity, as part of a balanced healthy lifestyle.</p> <p>Curriculum suborganizers reduced:</p> <ul style="list-style-type: none"> – The curriculum suborganizer <i>Family Life Education</i>, long synonymous with “sex education” in BC, is no longer in the revised curriculum. Sex education topics are instead included in the curriculum suborganizer entitled <i>Healthy Living</i>. The topic of family is included in <i>Healthy Relationships</i>. – The curriculum suborganizer <i>Child Abuse Prevention</i> is no longer included. Concepts related to personal safety and prevention of harassment and exploitation are included in the suborganizers <i>Healthy Relationships</i> and <i>Safety and Injury Prevention</i>. – The curriculum suborganizer <i>Mental Well-being</i> is no longer included. Emotional health concepts are now incorporated in <i>Healthy Living</i> and <i>Healthy Relationships</i>. |

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| Learning Resources | <p>The Grade Collection includes newly recommended resources as well as relevant resources previously recommended for PP K to 7. The IRP provides the following link to the Ministry web site that includes the titles, descriptions, and ordering information for the recommended learning resources in the Health and Career Education K to 7 Grade Collections. The web site is updated continuously as new resources become recommended:</p> <p>www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm</p> <p>A list of selected web sites is available at:</p> <p>www.bced.gov.bc.ca/irp/program_delivery/hcek7.htm</p> |
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