**Writing Replacement Curricular Competency Goals for Students in Grades 10-12 on the Evergreen Certificate**

**Replacement Curriculum is meant for students who have a documented intellectual disability that does not allow them to access regular curriculum in all subject areas**

**Students on the Evergreen Certificate school completion pathway might be enrolled in:**

* Courses where they are able to engage with the regular course curriculum (curricular competency and *majority* of content) with supports and for which they will be marked accordingly and receive course credit > Curricular competency goals are not required for these courses; ***AND***
* Courses where they are NOT able to engage with the regular course curriculum (curricular competency and content) even with supports in place. For these courses, replacement curriculum goals must be included on the student’s IEP to document what skills are being explored and developed.

**There are two ways goals can be written for replacement curriculum:**

Through the lens of overarching skills that transcend all areas – i.e., Literacy and Numeracy, ***OR*** by specific course (i.e., elective courses)

**In either case, the Big Idea and Curricular Competency must be selected from the grade/course the student is enrolled in.**

**The content can be adjusted to provide an access point(s) for the student to be able to explore and develop the competency.**

**To select a goal for an individual student, ask: What specific skill do you want the student to be able to explore and develop?**

Once you have the skill in mind, it can be helpful to work backwards:

1. Narrow down skill(s) to be developed > Objective(s)
2. Decide if the skill fits more under literacy, numeracy, or a specific course:
* If **literacy** > choose BIG IDEA from Literacy 10-12 curated selections**\***
* If **numeracy** > choose BIG IDEA from Numeracy 10-12 curated selection**\***
* If **specific course** > consult [BC MoE Curriculum website](https://curriculum.gov.bc.ca/) > choose BIG IDEA from specific course student is enrolled in

> Ensure your choice is by grade/course the student is *enrolled* in

1. Select one Curricular Competency Learning Standard statement from the grade/course that the skill to be developed *BEST fits under* (as for Big Idea, you can choose an overarching goal statement from the curated Literacy, Numeracy or CLE-CLC-WE selections, or choose your own from the BC Ministry of Education Curriculum website)

**Replacement Curriculum for Literacy 10-12, Numeracy Grade 10-12 and**

**Career Life Education (CLE) – Career Life Connections (CLC) - Work Experience 12A/12B**

**Big Ideas and Curricular Competencies Literacy Grades 10-12**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Big ideas | Courses: | **Composition****10, 11, 12** | **Creative Writing****10, 11, 12** | **Spoken Language****10, 11, 12** |
| The exploration of text and story deepens out understanding of diverse, complex ideas about identity, others, and the world | All course and grades |
| Language shapes ideas and influences others | All courses and grades |
| Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens | 11, 12 |  |  |
| People are empowered by being able communicate effectively  | 11 |  |  |
| Writers write for authentic audiences and real-world purposes |  | 11, 12 |  |
| Curricular Competencies | Courses: | **Composition****10, 11, 12** | **Creative Writing****10, 11, 12** | **Spoken Language****10, 11, 12** |
| Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts | 10 |
| Construct meaningful personal connections between self, text, and world | All courses and grades |
| Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking | 10, 11 |
| Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes | 10, 11 |
| Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context  | All courses and grades |
| Read for enjoyment and to achieve personal goals | 11, 12 |
| Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking | 11 |  | 11 |
| Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to transform thinking | 12 |  | 12 |
| Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and transform thinking | 12 |
| Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes | 12 |

**Big Ideas and Curricular Competencies Numeracy Grades 10-12**

|  |  |  |  |
| --- | --- | --- | --- |
| Big ideas | Courses: | **Workplace Math** **10, 11**  | **Apprenticeship Mathematics 12** |
| Flexibility with number builds meaning, understanding, and confidence | 10, 11 |  |
| Mathematics informs financial decision making | 11 |  |
| Transferring mathematical skills between problems requires conceptual understanding and flexible thinking |  | ✓ |

**Curricular Competencies for ALL of Workplace Math 10, Workplace Math 11, Apprenticeship Mathematics 12:**

* Estimate reasonably and demonstrate fluent, flexible, and strategic thinking about number
* Think creatively and with curiosity and wonder when exploring problems
* Apply flexible and strategic approaches to solve problems
* Solve problems with persistence and a positive disposition
* Engage in problem-solving experiences connected with place, story, cultural practices, and perspectives relevant to First Peoples communities, the local community, and other cultures
* Explain and justify mathematical ideas and decisions in many ways
* Represent mathematical ideas in concrete, pictorial, and symbolic forms
* Connect mathematical concepts with each other, other areas, and personal interests
* Use mistakes as opportunities to advance learning

**Big Ideas and Curricular Competencies Career Life Education – Career Life Connections – Work Experience 12A/12B**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Big ideas | Courses: | **CLE** | **CLC** | **WE12A** | **WE12B** |
| Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options | ✓ |  |  |  |
| Finding balance between personal and work life promotes well-being | ✓ |  |  |  |
| Lifelong learning fosters career-life opportunities | ✓ |  |  |  |
| Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options |  | ✓ |  |  |
| A sense of purpose and career-life balance support well-being |  | ✓ |  |  |
| Lifelong learning and active citizenship foster career-life opportunities for people and communities |  | ✓ |  |  |
| Personal awareness and pathway option are developed through an inquiry mindset |  |  | ✓ | ✓ |
| Experiences outside of school expand our workplace skills and career-life options while providing opportunities for self-discovery |  |  | ✓ | ✓ |
| Curricular Competencies | Courses: | **CLE** | **CLC** | **WE12A** | **WE12B** |
| Communicate with the intent to highlight personal strengths, talents, accomplishments, and abilities  | ✓ |  |  |  |
| Explore and connect experiential learning both inside and outside of school with possible and preferred career-life pathways | ✓ |  |  |  |
| Practice effective strategies for healthy school/work/life balance | ✓ |  |  |  |
| Develop preliminary profiles and flexible plans for career-life learning journeys | ✓ |  |  |  |
| Assess personal transferable skills, and identify strengths and those skills that require further refinement |  | ✓ |  |  |
| Explore and evaluate personal strategies, including social, physical, and financial, to maintain well-being |  | ✓ |  |  |
| Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts |  | ✓ |  |  |
| Identify and apply preferred approaches to learning ongoing career-life development and self-advocacy |  | ✓ |  |  |
| Reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey |  | ✓ |  |  |
| Identify novel & guided approaches to utilize personal strengths, preferences, & skills |  |  | ✓ | ✓ |
| Contribute to care of self, others, and community |  |  | ✓ | ✓ |
| Develop skills to work respectfully and constructively, both independently and with others, to achieve common goals |  |  | ✓ | ✓ |