

Curriculum in Nova Scotia

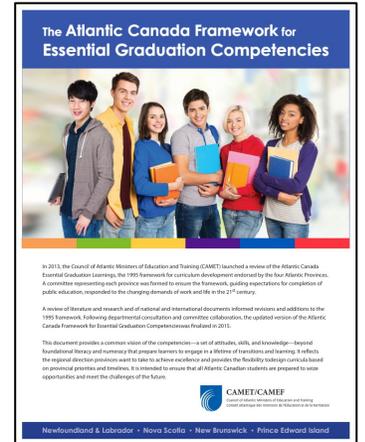
Dr. Jennifer Burke, Director Of Curriculum

Kathy Greeno, Director of Career Pathways

Lisa Bunin, Director of French Second Language

Curriculum in Nova Scotia: Big Picture

- Essential Graduation Competencies
- Primary through grade 12
- Curriculum Renewal



How is Curriculum Designed?

- A three-stage process
 - Research, Planning, and Design
 - Teacher Development Team
 - Pilot and Revision

Provincial Curriculum Development

How is a new course designed?

The ongoing process of curriculum development for Nova Scotia's English and French Second Language public school courses happens in three stages.

- Research, Planning, and Design
- Teacher Development Team
- Pilot and Revision

Research, Planning, and Design

Initial planning and design of new curricula is guided by:

- best practices in learning
- research and mapping of key concepts
- policies and education frameworks
- consultations



3-6 months

Did you know that an internal team made up of consultants from African Canadian Services Branch, Education Innovation Programs and Services Branch, French Programs and Services Branch, Mi'kmaq Services Branch, and Student Services and Equity Branch work on the development of curriculum?

Teacher Development Team

Teachers are part of the process in order to:

- offer expert feedback on design
- further develop curriculum outcomes, indicators, and guiding questions
- identify areas for resources and supports



Several sessions over a school year

Interested in becoming part of a Teacher Development Team?
Calls for expressions of interest are sent out as new courses are developed.

Pilot and Revision

Piloting of new curriculum ensures:

- further feedback can be gathered
- necessary updates or changes can be addressed before curriculum is finalized
- professional learning and other supports can be expanded



One to two years

The number of teachers piloting a given course grows each year before the course is fully implemented.

For more information, please visit curriculum.novascotia.ca

NOVASCOTIA

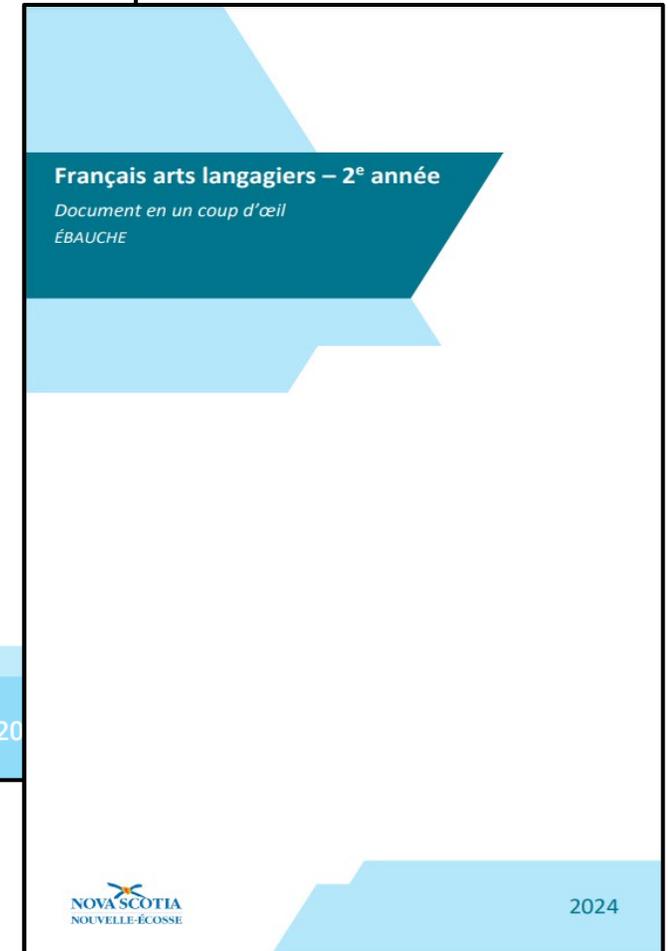
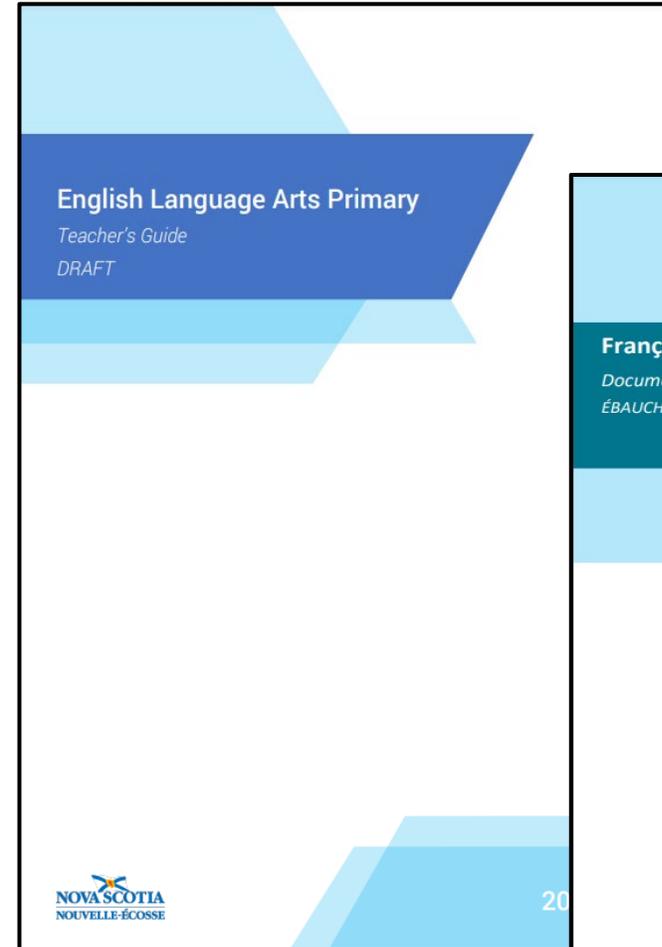
What's New in Programming and Curriculum?



What's New!

P-2 Language Arts

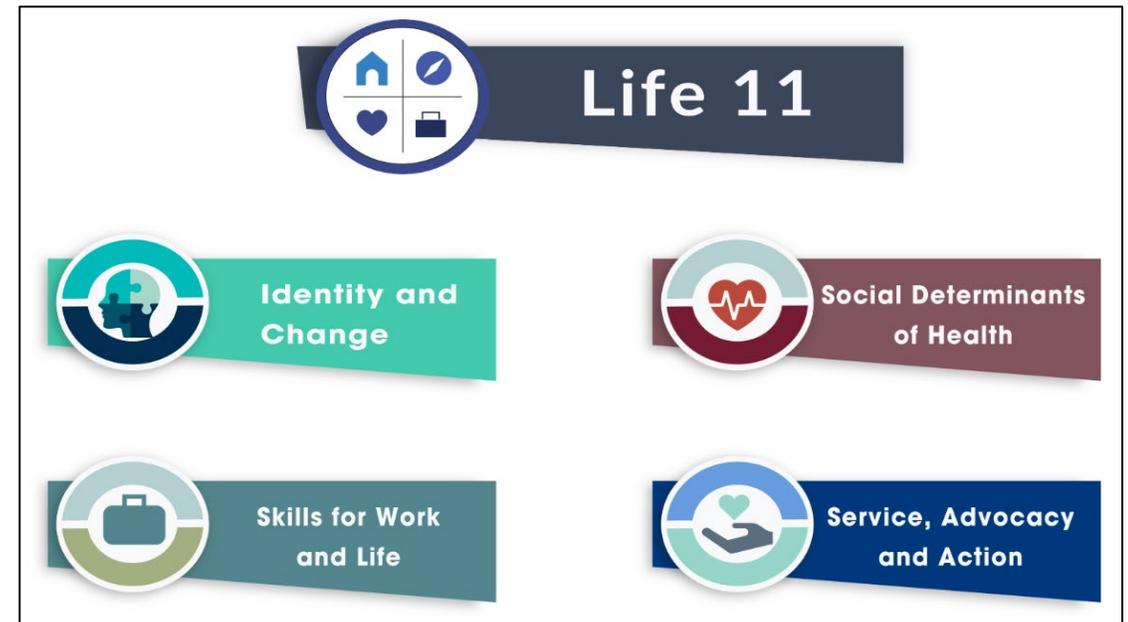
- English/French
- Curriculum At a Glance Documents
- Curriculum Guides
- Additional resources



What's New!

Life 11/La vie de 11e année

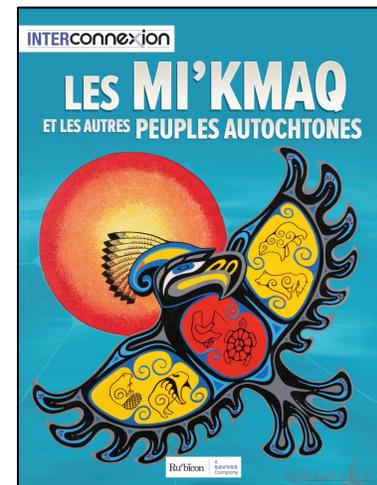
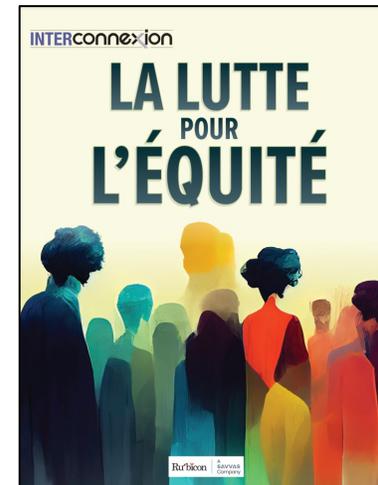
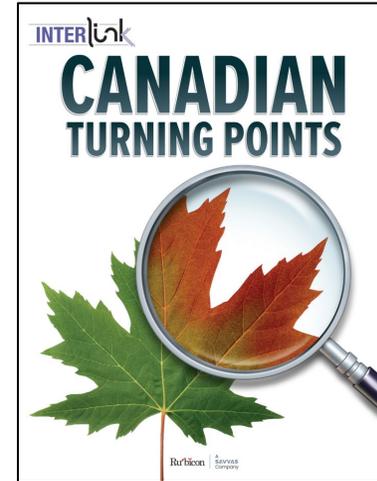
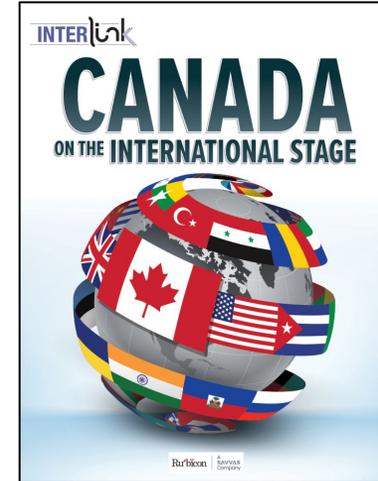
- Building practical life skills
- Navigating change
- Factors impacting Nova Scotians
- Advocacy Action



What's New!

Contemporary Canadian Studies 11/ Études canadiennes contemporaines de 11e année

- Governance and Democracy
- Economic and Social Equity
- Canada in the Global Context
- Canadian Identity and Multiculturalism
- Environmental Sustainability
- Indigenous Perspectives and reconciliation



What's New!

Netukulimk 12/ Netukulimk 12e année

- Guided by Elder Advisory Committee
- Environmental Science
- Etuaptmumk/Two Eyed Seeing approach



Skilled Trades & Related Learning

- Hands-on learning in grade 6
- Expansion of Technology Education in junior high schools

NOW'S THE TIME TO TRY*

Take a skilled trade elective in high school and get a taste of hands-on learning in culinary, construction, transportation, or manufacturing.

Something that you try today could lead you down an interesting path tomorrow.

NOVA SCOTIA EXPLORE SKILLED TRADES IN HIGH SCHOOL.

This advertisement features a person whose head is replaced by a car wheel. The background is decorated with yellow and black geometric shapes. A red starburst contains the text 'NOW'S THE TIME TO TRY*'. Below the person, a white box contains text about taking a skilled trade elective. A QR code is located at the bottom right, and the Nova Scotia logo and 'EXPLORE SKILLED TRADES IN HIGH SCHOOL.' are at the bottom left.

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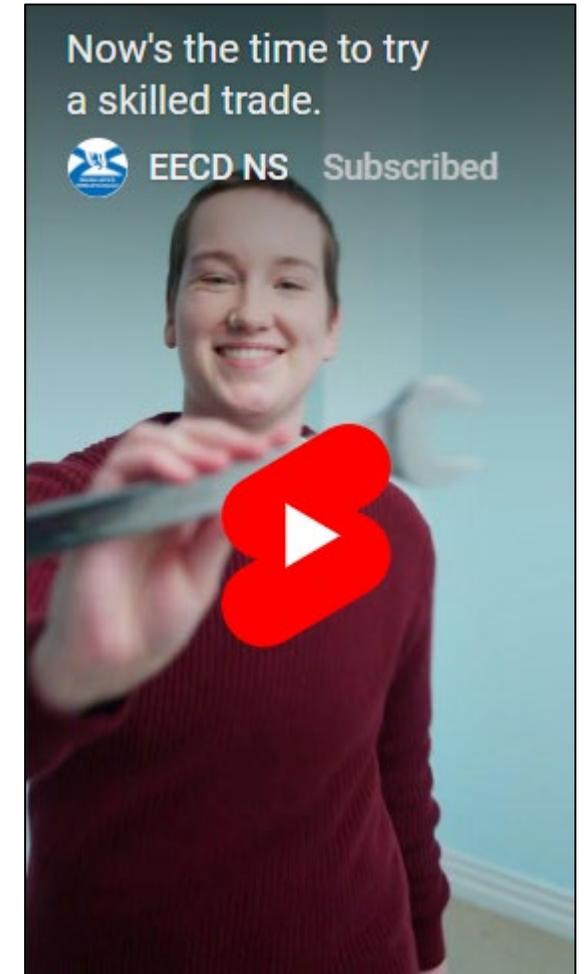
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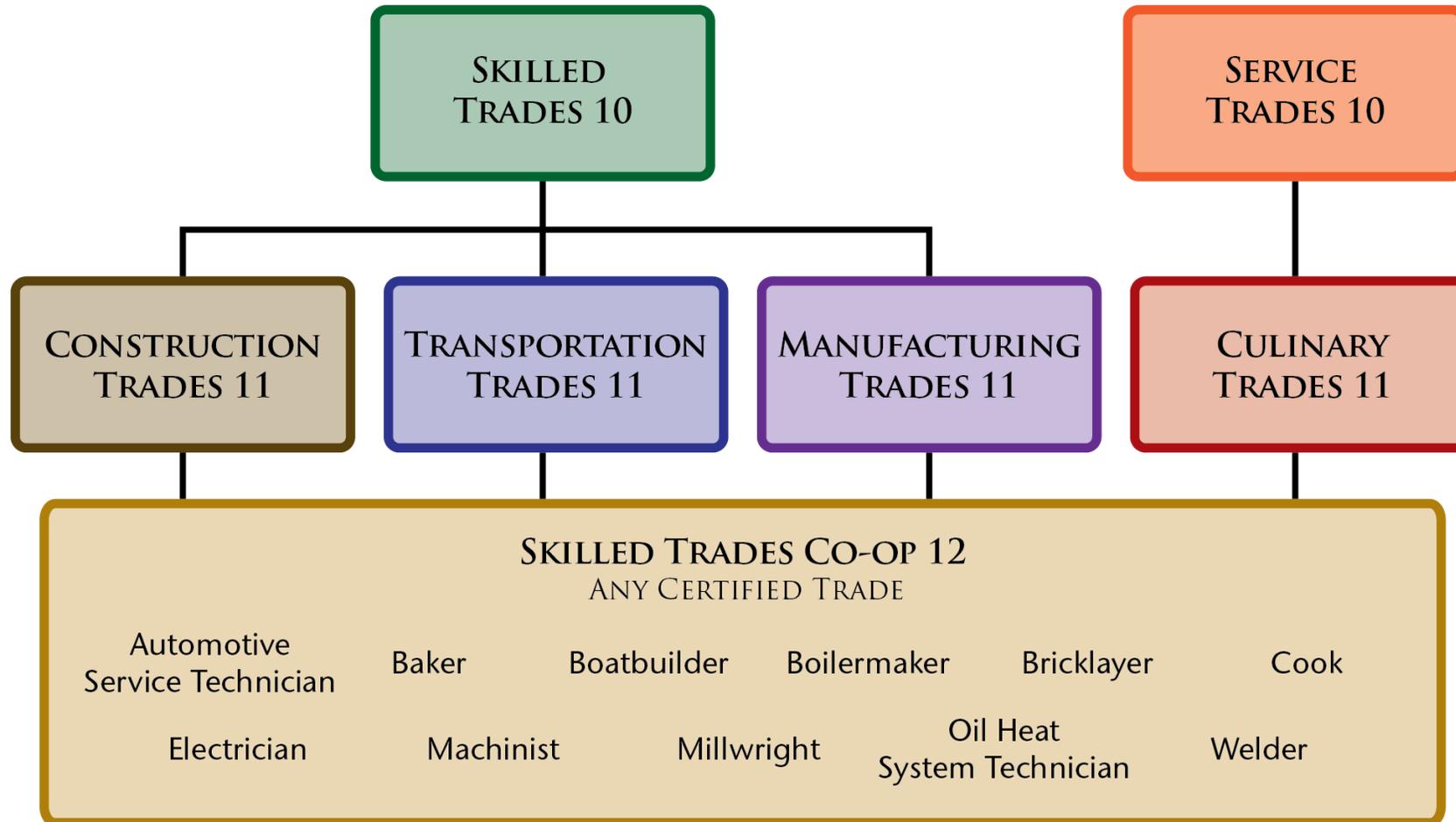
This advertisement features a person whose head is replaced by a large gear. The background is decorated with blue and yellow geometric shapes. A red starburst contains the text 'NOW'S THE TIME TO TRY*'. Below the person, a white box contains text about taking a skilled trade elective. A QR code is located at the bottom right, and the Nova Scotia logo and 'EXPLORE SKILLED TRADES IN HIGH SCHOOL.' are at the bottom left.

Skilled Trades & Related Learning

- Expanded Partnerships with
 - *Nova Scotia Construction Sector Council -Trades Exhibition Hall Construction Kit*
 - *Skills Nova Scotia- Try-A-Trade[®] Take-Out*
- Marketing Campaign



Skilled Trades Courses



What's New!

High Skills Major Certificates

Each certificate stream has 4 components.

Focused Course Selection

Students complete Co-operative Education 11 or 12, plus three elective courses that align with a career pathway.

Training & Certification

Students complete a minimum of six training certificates and credentials that are valued by post-secondary programs and employers.



Community-Based Learning

Students complete a minimum of two community-based learning experiences (such as participation in a community event, workshop, or sector-related competition).

Portfolio

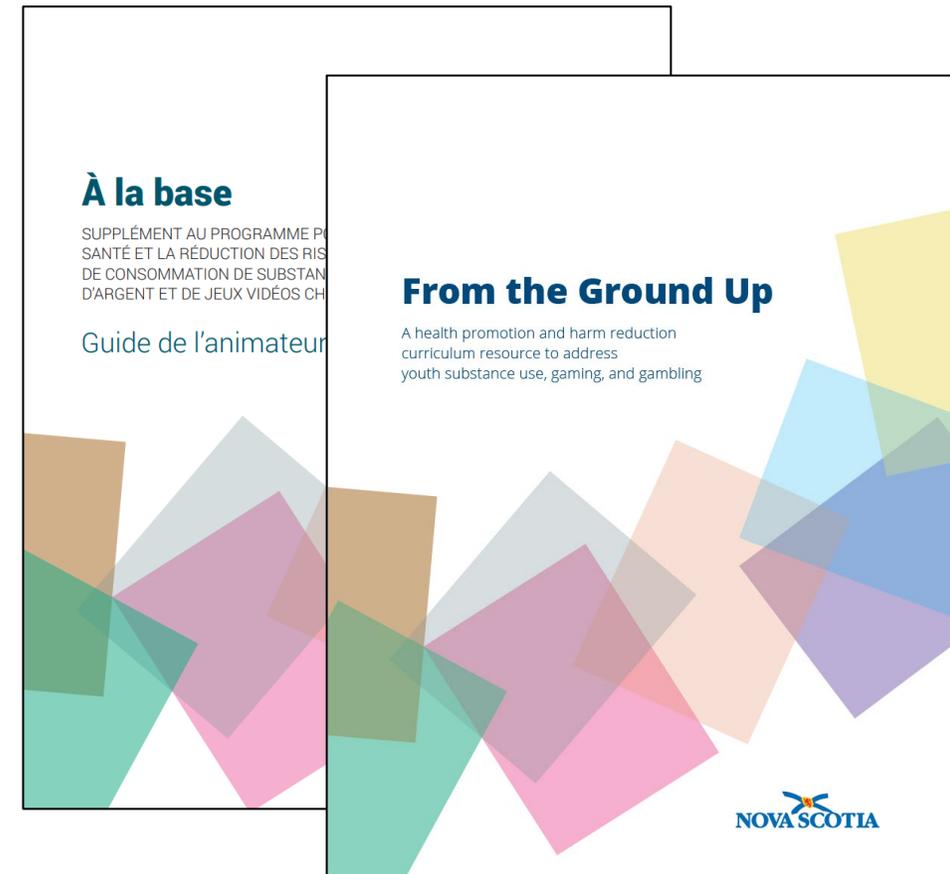
Students capture their learning in a myBlueprint portfolio to showcase skill development, growth, and plans for an education and career pathway.

What's New for Learning Resources!

From the Ground Up:

Substance Misuse Curriculum Supplement for Grades 6-9

- English and French
- Facilitation approach
- Lesson plans for each grade
- Exploration of a range of issues



What's New for Learning Resources!

Reading in the Content Areas

Reading and Writing in the Content Areas/Lire et écrire dans différentes matières

Home

- For Teachers
- For Administrators
- Additional Resources
- Contact Us
- Accueil
- Administrateurs scolaires
- Ressources supplémentaires
- Contactez nous

Reading and Writing in the Content Areas/ Lire et écrire dans différentes matières



In middle and high schools, students spend most of their time in content-area classes like social studies, science, and mathematics, where they rely on information texts to support their understanding of new course concepts.

READING COMPREHENSION STRATEGIES

While there is no universally agreed-upon hierarchy of reading comprehension strategies, certain foundational skills typically need to be developed before more complex strategies can be effectively applied. Here's a general progression that many educators follow.



- 1 Background Knowledge
- 2 Vocabulary Development
- 3 Use of Organizational Structures
- 4 Determining Importance
- 5 Summarizing
- 6 Making Connections
- 7 Inferring
- 8 Monitoring for Meaning
- 9 Synthesizing



Core Practices

Reading Comprehension Strategies

Supporting Reading Comprehension in the Content Areas NOVA SCOTIA

Determining Importance

Determining importance means that learners can focus on the important information in a text so that they can develop a deeper understanding of the concept or topic. Determining importance is an essential step to deepen their comprehension as learners gather information about a topic.

When do learners determine importance?

Learners use determining importance when they:

- gather valid, relevant information in relation to their inquiry question
- identify the main idea and supporting details in texts
- choose what information to use when responding to an inquiry question

Why should learners determine importance?

Determining importance allows learners to:

- locate relevant information in response to an inquiry question
- determine main ideas
- identify supporting details
- read for specific information

How to determine importance

Learners require explicit instruction, modelling, and time to practice the various ways to determine importance.

1 of 4

Soutenir la compréhension de lecture dans les différentes matières NOVA SCOTIA NOUVELLE ÉCOSSE

Déterminer l'importance de l'information

On parle de « déterminer l'importance de l'information » quand l'élève est capable de se concentrer sur les informations importantes dans un texte spécifique afin de mieux comprendre le concept ou le sujet. Déterminer l'importance de l'information est une étape essentielle pour approfondir la compréhension lorsque les élèves recueillent des informations sur un sujet.

Quand est-ce que l'élève détermine l'importance de l'information?

L'élève détermine l'importance de l'information au moment de :

- recueillir des informations valables et pertinentes en rapport avec sa question d'enquête;
- trouver l'idée principale et les détails pertinents dans les textes;
- choisir les informations à utiliser dans sa réponse à la question d'enquête.

Pourquoi est-il nécessaire pour les élèves de déterminer l'importance de l'information?

Déterminer l'importance des informations permet à l'élève :

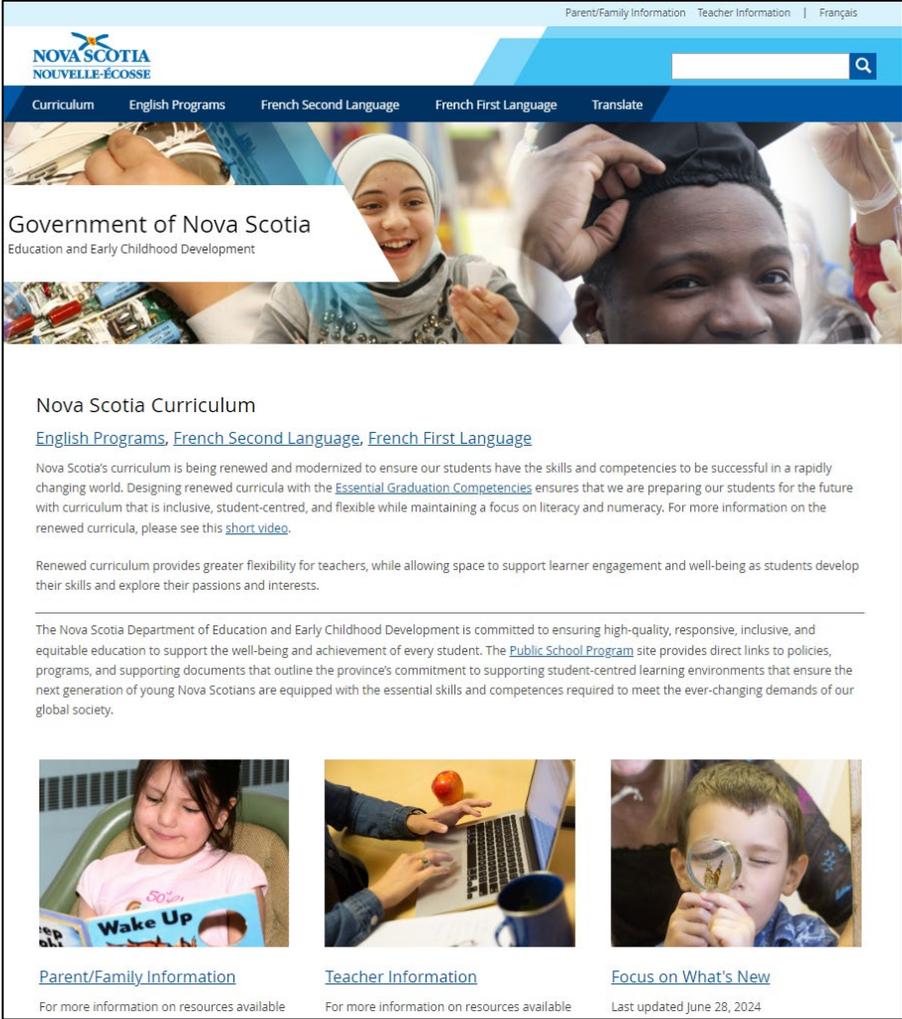
- de trouver les informations pertinentes en réponse à une question d'enquête;
- de trouver l'idée principale;
- de ressortir les détails pertinents;
- de lire en vue de trouver des informations spécifiques.

Comment déterminer l'importance de l'information

Les élèves ont besoin d'un enseignement explicite, de la modélisation et du temps pour pratiquer à utiliser les différentes façons de déterminer l'importance.

1 sur 5

Curriculum Website



The screenshot shows the Nova Scotia Curriculum website. At the top, there is a navigation bar with links for 'Parent/Family Information', 'Teacher Information', and 'Français'. Below this is the Nova Scotia logo and a search bar. The main navigation menu includes 'Curriculum', 'English Programs', 'French Second Language', 'French First Language', and 'Translate'. The header image features a group of diverse children. The main content area is titled 'Nova Scotia Curriculum' and includes links for 'English Programs', 'French Second Language', and 'French First Language'. It contains text about curriculum renewal and a short video link. Below this is a section about the department's commitment to high-quality education. At the bottom, there are three image-based links: 'Parent/Family Information' (with a child reading), 'Teacher Information' (with hands on a laptop), and 'Focus on What's New' (with a child using a magnifying glass).

Parent/Family Information | Teacher Information | Français

NOVA SCOTIA
NOUVELLE-ÉCOSSE

Curriculum | English Programs | French Second Language | French First Language | Translate

Government of Nova Scotia
Education and Early Childhood Development

Nova Scotia Curriculum

[English Programs](#), [French Second Language](#), [French First Language](#)

Nova Scotia's curriculum is being renewed and modernized to ensure our students have the skills and competencies to be successful in a rapidly changing world. Designing renewed curricula with the [Essential Graduation Competencies](#) ensures that we are preparing our students for the future with curriculum that is inclusive, student-centred, and flexible while maintaining a focus on literacy and numeracy. For more information on the renewed curricula, please see this [short video](#).

Renewed curriculum provides greater flexibility for teachers, while allowing space to support learner engagement and well-being as students develop their skills and explore their passions and interests.

The Nova Scotia Department of Education and Early Childhood Development is committed to ensuring high-quality, responsive, inclusive, and equitable education to support the well-being and achievement of every student. The [Public School Program](#) site provides direct links to policies, programs, and supporting documents that outline the province's commitment to supporting student-centred learning environments that ensure the next generation of young Nova Scotians are equipped with the essential skills and competences required to meet the ever-changing demands of our global society.

[Parent/Family Information](#) | [Teacher Information](#) | [Focus on What's New](#)

For more information on resources available | For more information on resources available | Last updated June 28, 2024

Thank you!