Imagine High Integrated Arts & Technology Secondary
Connect • Create • Contribute

Imagine High Arts and Technology Secondary School sits on the ancestral and unceded, shared territory of the Ts'elxwéyeqw, Sema:th and Pilalt Tribes, and our learning community is honoured to live, learn, work and play on this beautiful land.

Imagine is a public school of choice within the Chilliwack School District. Our campus brings to life the site of the former University of the Fraser Valley on Yale Road in Chilliwack. With the potential to house up to 700 students, Imagine High boasts music, maker, dance and art studios, shop, high-end theatre, culinary arts spaces, cutting edge technologies and a brand-new gymnasium to enhance student learning.

Aside from the outstanding facility, the school will offer an approach to teaching and learning that reflects current research in the areas of constructivist pedagogies, 21st Century learning environments, and the integration of arts and technology. **Learning at Imagine is supported by the BC Curriculum, the First Peoples Principles of Learning and current research on innovative learning environments.**

We value equity, inclusion and diversity. All learners are welcome at Imagine High. Using an experiential approach to teaching and learning, Imagine is grounded in community and equity practices. Imagine strives to position students as co-constructors of knowledge, creatives and change agents. Students graduate from Imagine with a standard BC Dogwood Diploma, and will be distinguished by their creativity and imagination, ability to collaborate, think critically and innovate for a hopeful future.

Chilliwack School District

Connect. Create. Contribute.

WHY IMAGINE?

- Integration of disciplines
- Collaborative, project-based & experiential
- Competency-based teaching & learning
- Integration of art & technology
- Inclusive pull-in support
- Flexible use of time & space
- Deep learning opportunities
- Multiple ways to demonstrate learning
- Community partnerships
- Authentic, meaningful work
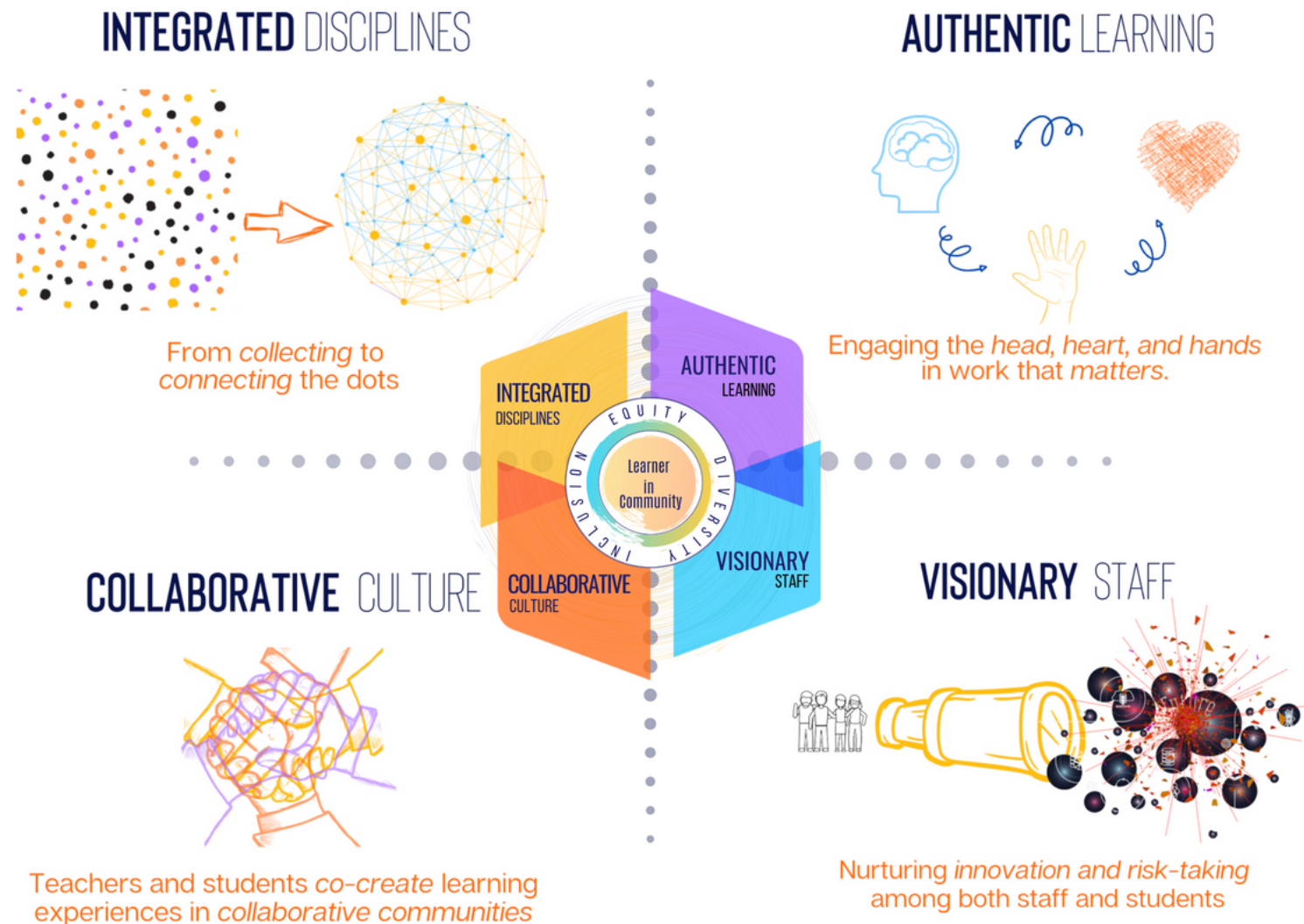- Industry-standard tools

Imagine High
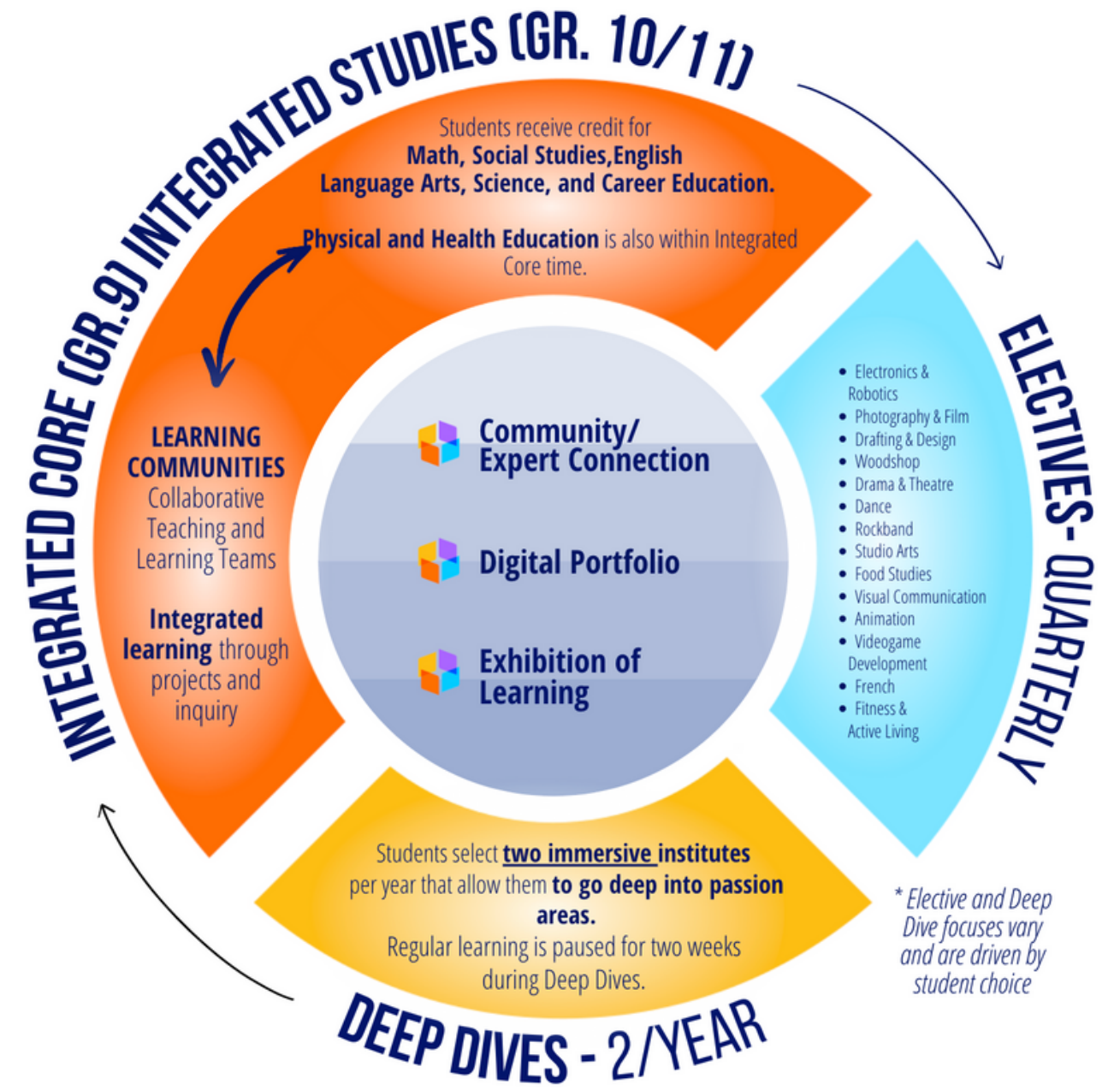INTEGRATED ARTS & TECHNOLOGY SECONDARY
Connect • Create • Contribute

CHILLIWACK SCHOOL DISTRICT (#33)

K- 12 INTEGRATED ARTS AND TECHNOLOGY FOUR PILLARS

Integrated learning is delivered through experiential interdisciplinary projects. Students build an understanding of learning strengths, develop interests, explore thinking to build independence, and create powerful demonstrations of learning. A key focus is building community through shared work: projects have a real-world connection and are supported by learning partners, community and industry standard tools. Through these projects, students will find opportunities to connect, create, and contribute to school and beyond. Learners are supported to develop core competencies that support them to collaborate, communicate, think critically, ignite creativity, and explore their identity within community.

INTEGRATED DISCIPLINES

From *collecting* to *connecting* the dots

AUTHENTIC LEARNING

Engaging the *head, heart, and hands* in work that *matters.*

INTEGRATED DISCIPLINES
AUTHENTIC LEARNING
COLLABORATIVE CULTURE
VISIONARY STAFF
EQUITY • DIVERSITY • INCLUSION
Learner in Community

COLLABORATIVE CULTURE

Teachers and students *co-create* learning experiences in *collaborative communities*

VISIONARY STAFF

Nurturing *innovation and risk-taking* among both staff and students

CURRICULUM PATH

INTEGRATED STUDIES (GR. 10/11)

Students receive credit for **Math, Social Studies, English Language Arts, Science, and Career Education.**

Physical and Health Education is also within Integrated Core time.

INTEGRATED CORE (GR. 9)

LEARNING COMMUNITIES Collaborative Teaching and Learning Teams

Integrated learning through projects and inquiry

- Community/ Expert Connection
- Digital Portfolio
- Exhibition of Learning

ELECTIVES - QUARTERLY

- Electronics & Robotics
- Photography & Film
- Drafting & Design
- Woodshop
- Drama & Theatre
- Dance
- Rockband
- Studio Arts
- Food Studies
- Visual Communication
- Animation
- Videogame Development
- French
- Fitness & Active Living

DEEP DIVES - 2/YEAR

Students select **two immersive institutes** per year that allow them **to go deep into passion areas.**
Regular learning is paused for two weeks during Deep Dives.

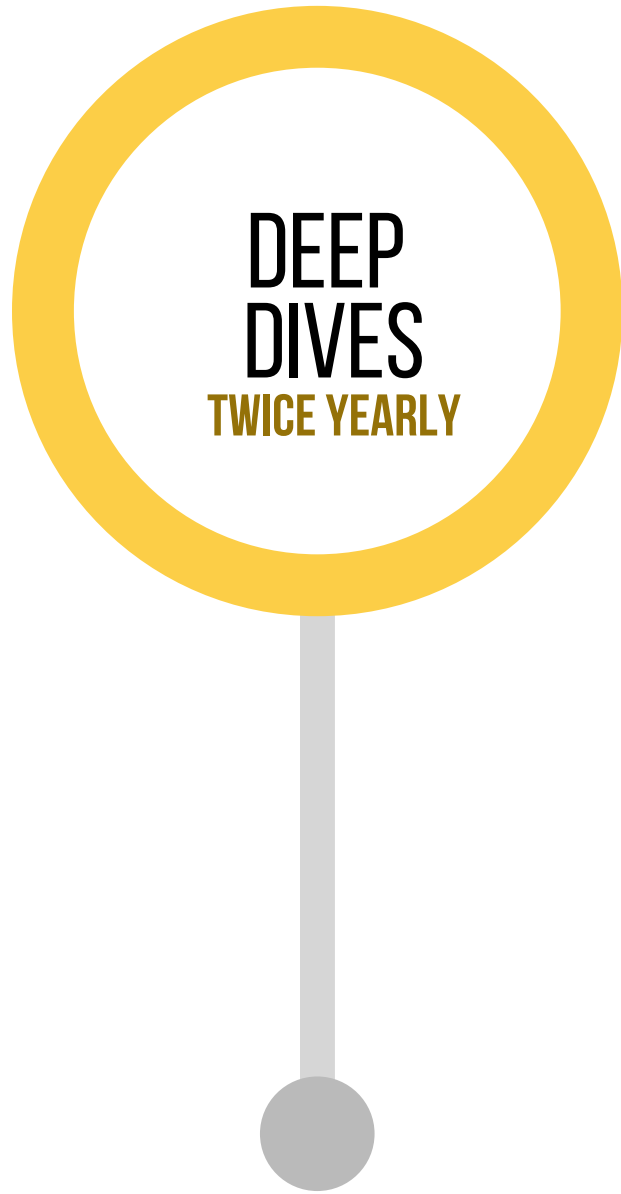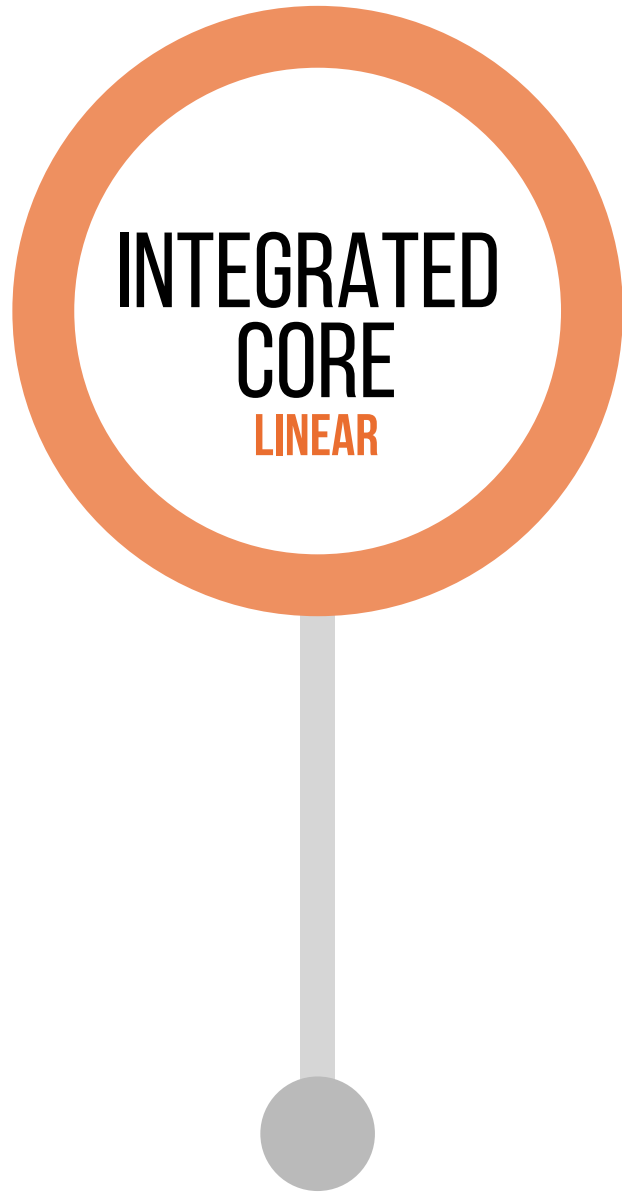* Elective and Deep Dive focuses vary and are driven by student choice

Student success, engagement, wellbeing and learning are at the core of our vision. We believe that students thrive in a learning environment in which multiple pathways are available for students' personal exploration, creativity, expression and inquiry within the classroom environment.

INTEGRATED CORE
LINEAR

CHOICE ELECTIVES
QUARTERLY

DEEP DIVES
TWICE YEARLY

DAILY SNAPSHOT: (No-Bell) Schedule

8:47   School Begins

8:47 - 11:37   Integrated Core/Electives
BREAK 10:08 - 10:16

11:37- 12:17   Lunch

12:17 - 3:07   Integrated Core/Electives
BREAK 1:38 - 1:46

3:07   End of Day

In the integrated core, learning is delivered through experiential interdisciplinary projects. Students build an understanding of learning strengths, explore thinking to build independence, and create powerful demonstrations of learning. A key focus is building community through shared real-world work. Projects are supported by learning partners and community.

Electives at Imagine connect with and explore areas of interests and passion. Students select quarterly elective sessions in a variety of art and technology areas in order to build skills needed to showcase learning within the integrated core. Students deepen discipline specific skills by focusing on creative and artistic processes.

Deep Dives are immersive institutes that offer opportunities for students to go deep into interests within passion areas. During the institutes, students collaborate with peers, teachers, experts, and community. These intensive learning opportunities support students to hone in on personal passion areas, explore careers, and learn with industry standard tools.

THE BC CURRICULUM

All areas of learning are based on a "Know-Do-Understand" model to support **a concept-based competency-driven approach to learning.** Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning. At Imagine, communities plan and deliver instruction using universal design for learning. This approach helps us to get to know our students so we can respond to, plan and create space for diverse strengths and identities. We work to design learning experiences with multiple entry points to leverage strengths to engage students in any topic of study. This planning creates room for personalization and individualization of learning.

UNDERSTANDING- BIG IDEAS (COMPREHENSION)

The Big Ideas reflect the "Understand" and comprehend piece of learning and consist of the key concepts important in an area of learning. Instructional planning and assessment evaluates the relationships that exist within these understandings and uses the evidence gathered to establish where a student is on their continuum of learning.

Methods of evidence collection:
learning artifact/exhibition (presentations, performance, writing submissions, etc.)
design a solution
student portfolio & reflection

Learned in concert through authentic application

UNDERSTAND

Big Ideas
· Generalizations & principles
· What students *will understand*

Concepts

DO

Curricular Competency Learning Standards
· Skills, strategies & process
· What students *will be able to do*

KNOW

Content Learning Standards
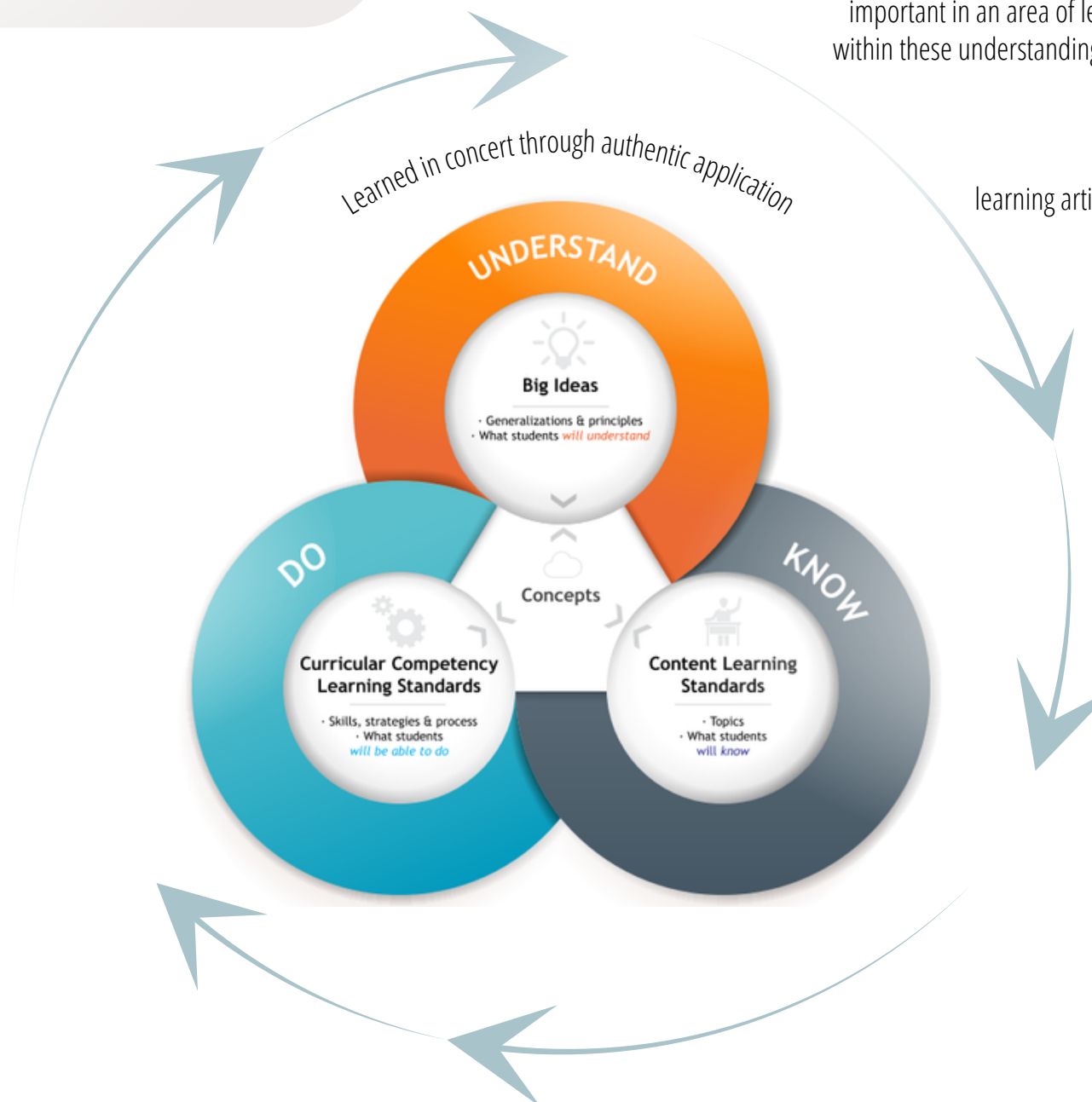· Topics
· What students *will know*

DO - CURRICULAR COMPETENCIES (SKILLS)

Curricular Competencies reflect the "DO" and are the skills, strategies, and processes that students develop over time in the learning process through inquiry, self-assessment and iterating/prototyping skills. Ongoing assessment allows for critique and revisioning sessions which guide the learning process along with time to build skills.

Triangulation of evidence is the rigour:
multiple iterations - drafts/prototyping
designing problem solutions
applying concepts in real ways

KNOW - CONTENT (FLUENCY)

Content reflects what students are expected to "Know" and is assessed on a continuum that brings rigour to learning and provides rich contexts for exploring essential topics and knowledge at each grade level. Teachers use evidence about student learning as base knowledge to inform their teaching, personalization and choice in learning goals and outcomes.

Methods of evidence collection:
teacher observation/conversation/conference
discussions/anecdotal comments
checklists/entry/exit tickets
checks for understanding

Inclusive practices such as using a model of pull-in learner support, reciprocal relationships with families, and purposeful collaboration are the foundation of Imagine. We celebrate all students at Imagine and our focus is to build inclusive communities by creating equitable access to curriculum and to provide an opportunity to find identity and a place of belonging.

INCLUSIVE DESIGN TEAM

COLLECTIVE RESPONSIBILITY

- Pull-in learner supports and purposeful collaboration to embed adaptive, responsive practices
- Nurturing reciprocal relationships with students, families and community

HIGH QUALITY INSTRUCTION

- Universal and personalized curricular design that is experiential, authentic, and integrated
- Collaborative planning to support access, engagement, and extension
- Development of core and curricular competencies

OUR PURPOSE

Celebrating diverse learners *within* inclusive communities by creating equitable access to opportunities for deep learning

Syós:ys lets'e th'ále, lets'emó:t~

One heart, one mind, working together for a common purpose

TARGETED INTERVENTIONS

- Strategic resources, scaffolds and layers of supports
- Continuum of collaborative services (school, district, community supports and services)

DATA-DRIVEN DECISIONS

- Meaningful assessment to inform decisions and practices
- Intentional collection, curation and exhibition of authentic evidence of growth

LAYERS OF SUPPORT

Our Purpose:
Celebrating diverse learners within inclusive communities by creating equitable access to opportunities for deep learning

LAYER 1
EXEMPLARY & COLLABORATIVE PLANNING

- How has student voice and choice been represented in the planning?
- What strategies, scaffolds and resources are embedded into the learning design to provide universal access?
- What information has already been gathered and shared from the file review and articulation?
- What ongoing conversations are happening between the teacher and families/guardians?

LAYER 2
PROBLEM SOLVING SUPPORTS & STRATEGIES

- How is the learner responding to Layer 1? What is going well/where is the stretch?
- What additional interventions could we try within our learning community
- What information is being gathered and shared with families/guardians?

LAYER 4
FORMAL SCHOOL BASED TEAM
IDT, CLASSROOM TEACHER, FAMILY/GUARDIAN, STUDENT, EXTENDED SUPPORT AS NEEDED

- What broader perspective can we gain by exploring further expertise within the school, district and community?
- What other information could we collect/explore to inform our designs?
- What new planning needs to occur?
- What community supports are in place or could be explored?

LAYER 3
MULTIDISCIPLINARY COLLABORATIVE PROBLEM SOLVING

A INCLUSIVE DESIGN TEAM   B SCHOOL CORE TEAM

- How is the learner responding to Layer 2? What is going well/where is the stretch?
- What other interventions can we explore by using the IDT collective and individual expertise and experience?
- What information is being gathered and shared with families/guardians?

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REPORTING STUDENT LEARNING FRAMEWORK

Reporting at Imagine High is guided by the BC Ministry of Education Reporting Order.

FORMAL REPORT CARDS

5 formal report cards (Quarter 1/2/3/4 + final)
- Letter grade (Grade 9-12)
- Percentages (Grade 10-12)
- Written comments
- Student self-assessment of core competencies

I REPORTS (Pre -Quarter 1/2/3/4 Report Cards)

- The letter "I" will be used to alert parents when students, for individualized reasons, are not demonstrating minimally acceptable performance in relation to the learning standards or expected learning outcomes. These reports identify what the areas of concern are and specify plans of action to help students achieve the learning outcomes and be successful in their coursework. At Imagine, these reports are shared ahead of formal report cards, and students and parents are provided with an opportunity to consult and collaborate with teachers about challenges and possible solutions/supports for successful course completion.

INFORMAL COMMUNICATIONS

- Ongoing communication and sharing of learning as needed (email, phone, teacher connections)
- Learning Conversations (Family/Teacher/Student Evenings - 2/year)
- Exhibition of Learning (June)

ASSESSMENT PRACTICES

At Imagine, our assessment practices reflect the Ministry of Education Assessment Framework and focus on the development of competencies (what students can do). The curricular competencies are the skills, strategies, and processes that students develop over time. They reflect the "do" in the know-do-understand model of learning.

Increasingly, formative assessment is creating the basis for responsive communication between students, parents, and teachers on where students are in their learning ("Where am I now?") and what students need to do to improve ("Where to next?").

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ASSESSMENT FRAMEWORK

"I"	Emerging	Developing	Proficient		Extending
⇦	C+	B	A		⇨
	50 - 72	73 - 85	86 - 100		
The student is In-Process	The student needs direct support to demonstrate concepts and competencies relevant to the expected learning.	The student needs support to demonstrate concepts and competencies relevant to the expected learning	The student independently demonstrates concepts and competencies relevant to the expected learning		

In-Process	Competencies	Mastery
-Sam needs some support to use local artistic and diverse sources.	I can do research using a variety of sources.	-Sam used sources like academic journals, youtube videos, personal interviews and stories to gather evidence for their project about anti-racism.
-Using some triangulation of sources, Sam will evaluate the credibility and relevance of their source(s).	I can evaluate the relevance, accuracy and reliability of evidence and sources.	-Sam can evaluate the credibility of a source by considering different points of view and being aware that when voices are omitted or misrepresented.
-When reading non-fiction, Sam needs support to highlight important themes and to determine purpose in the text.	I understand what strategies help me comprehend written, oral, visual and multimodal texts.	-When listening to stories orally, Sam understands that writing questions down helps them comprehend the main idea.

Credit Path

At Imagine High, learning is integrated and core courses span over the entire year, while electives rotate quarterly. Deep Dives(2 credits each) occur twice a year for two weeks and all other learning is paused at that time.

For students transferring to/from Imagine High mid-year, students may be considered for core course completion based on evidence on a student-by-student basis for English, Social Studies and Physical Health Education. Please connect with the school for individual details.

GRADE 9 COURSEWORK

Linear (all year) Integrated Core:
- Math
- English Language Arts
- Social Studies
- Science
- Career Life Education
- Physical & Health Education

Quarterly
Q1, Q2, Q3, & Q4 Elective Choices

GRADE 10 COURSEWORK

Linear (all year) Integrated Core:
- Foundations of Math 10 or Workplace Math 10(4 credits)
- English (Literary Studies) 10 + English First Peoples (Writing) 10 (2 credits/semester = 4 credits total) Social Studies 10 (4 credits)
- Science 10 (4 credits)
- Career Life Education (4 credits)

Quarterly
Q1, Q2, Q3, & Q4 Elective Choices

GRADE 11 COURSEWORK

Linear (all year) Integrated Core:
- Foundations of Math 10/11 or Workplace Math 10/11 (4 credits) or Pre-Calculus 11
- New Media 11 (credits/semester = 4 credits total)
- BC First Peoples 12 (4 credits - Indigenous Graduation Requirement- NEW)
- One Science at the 11 level (4 credits)
- Career Life Education (2 credits)

Quarterly
Q1, Q2, Q3, & Q4 Elective Choices
(Senior specialty sciences offerred as electives)