



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

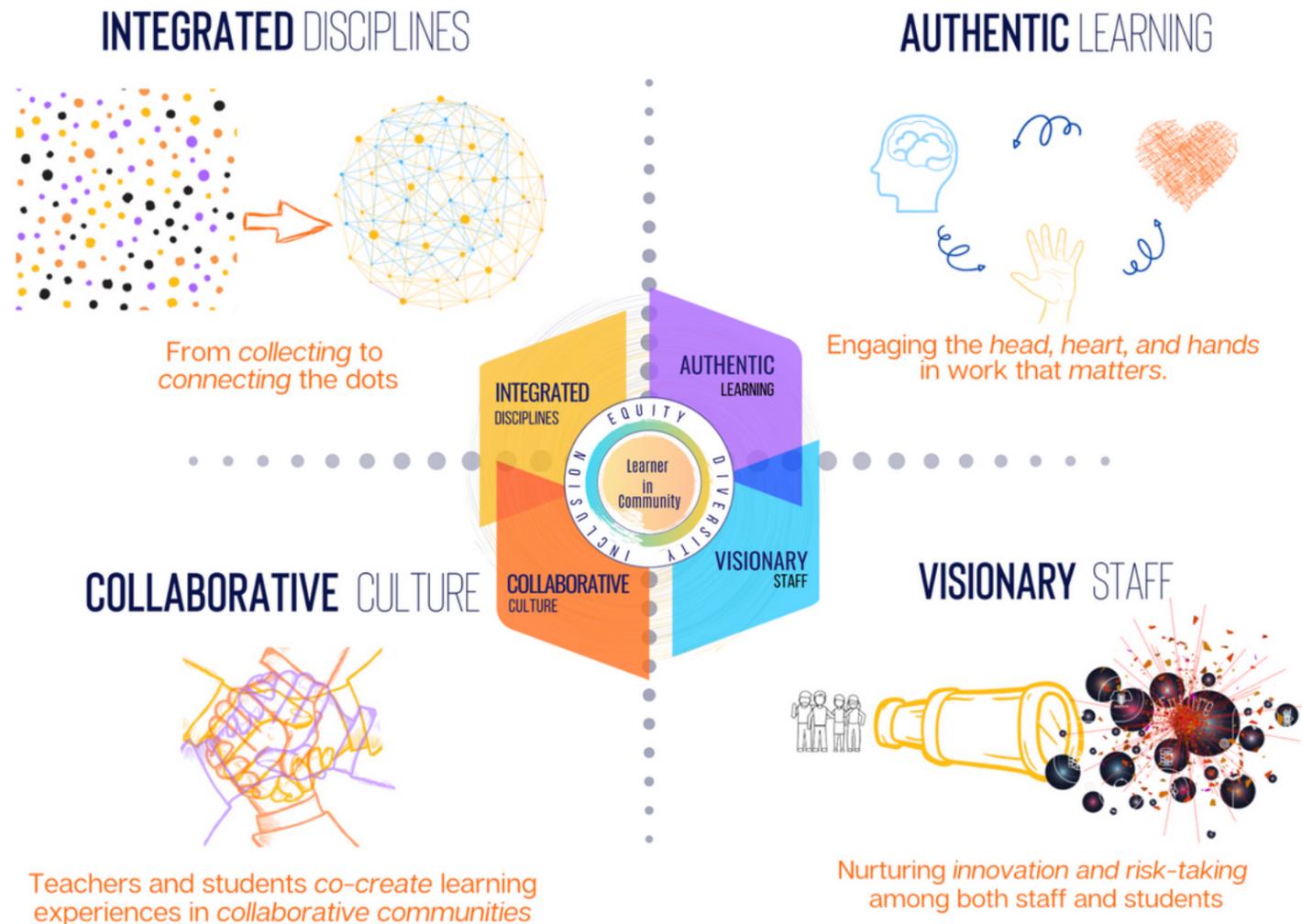


INTEGRATED LEARNING FRAMEWORK & CURRICULUM PATH

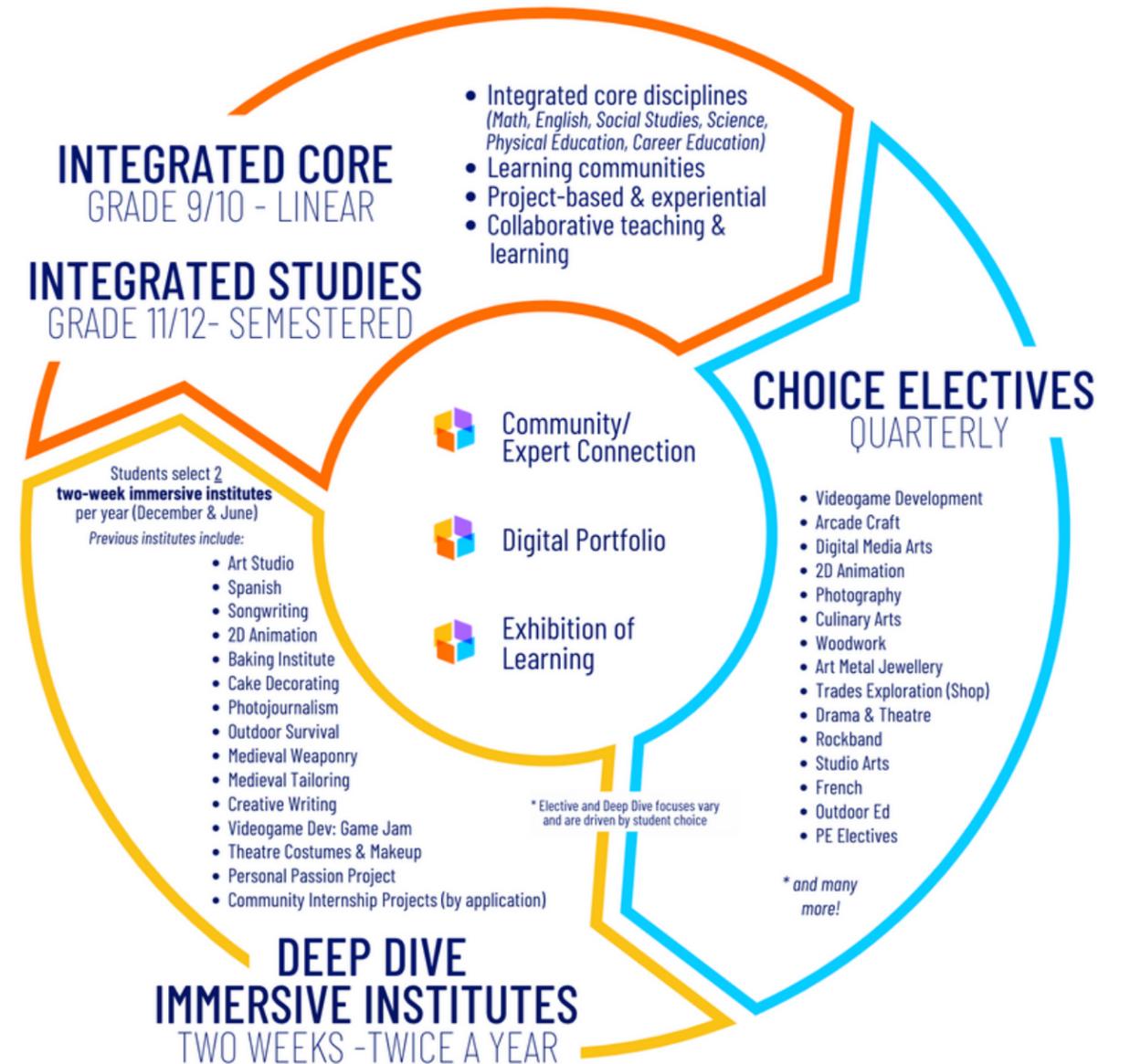
CHILLIWACK SCHOOL DISTRICT (#33)

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.



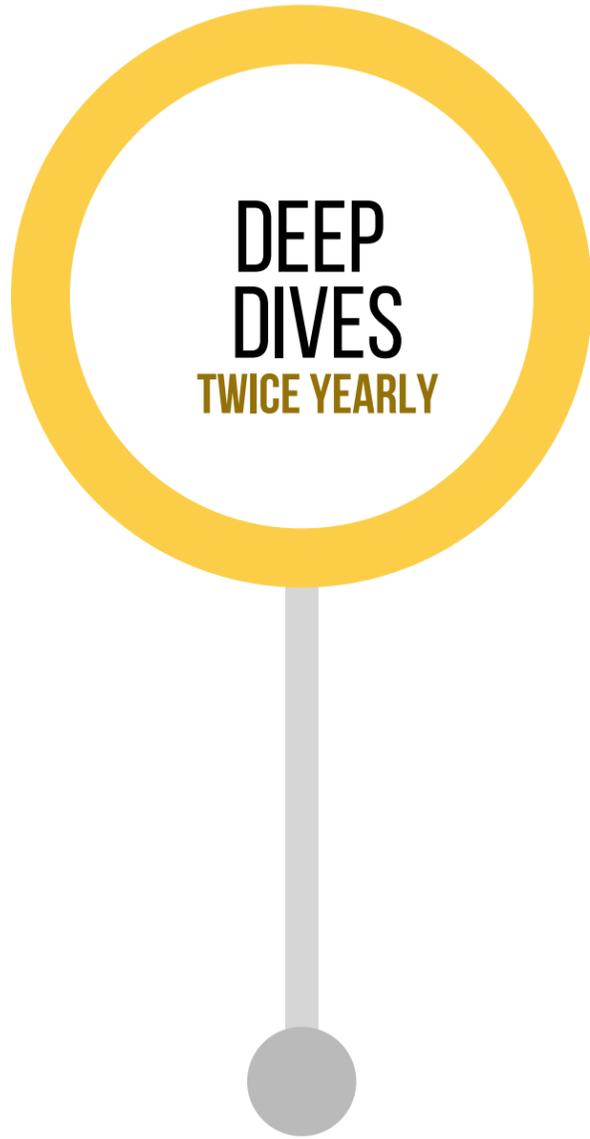
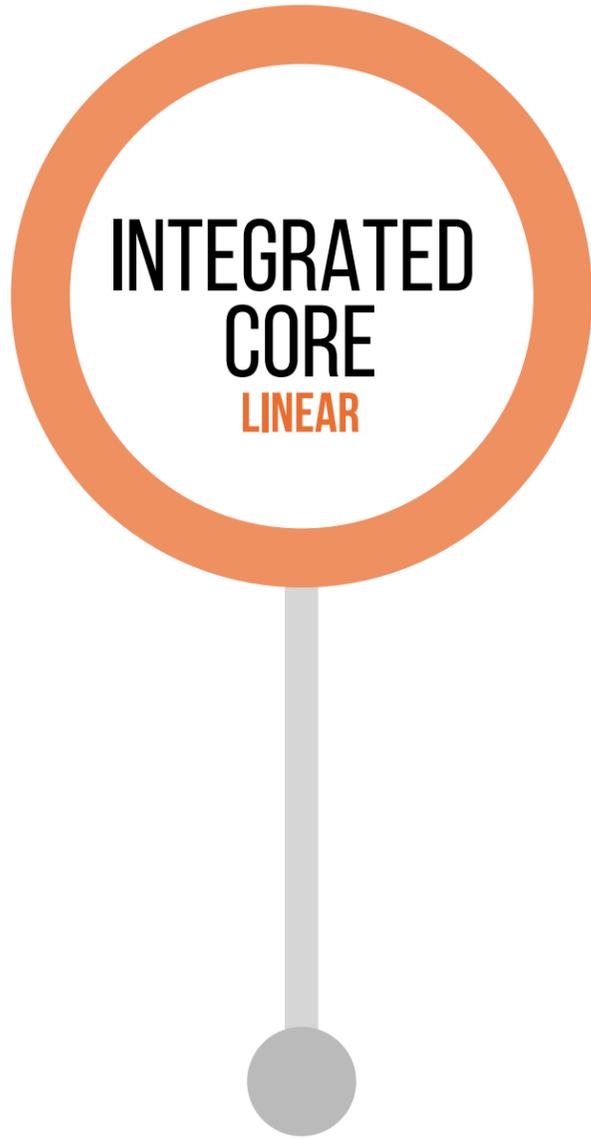
CURRICULUM PATH



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 LEARNING FRAMEWORK & CURRICULUM PATH



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.



2023-2024 (No - Bell) SCHEDULE





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



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

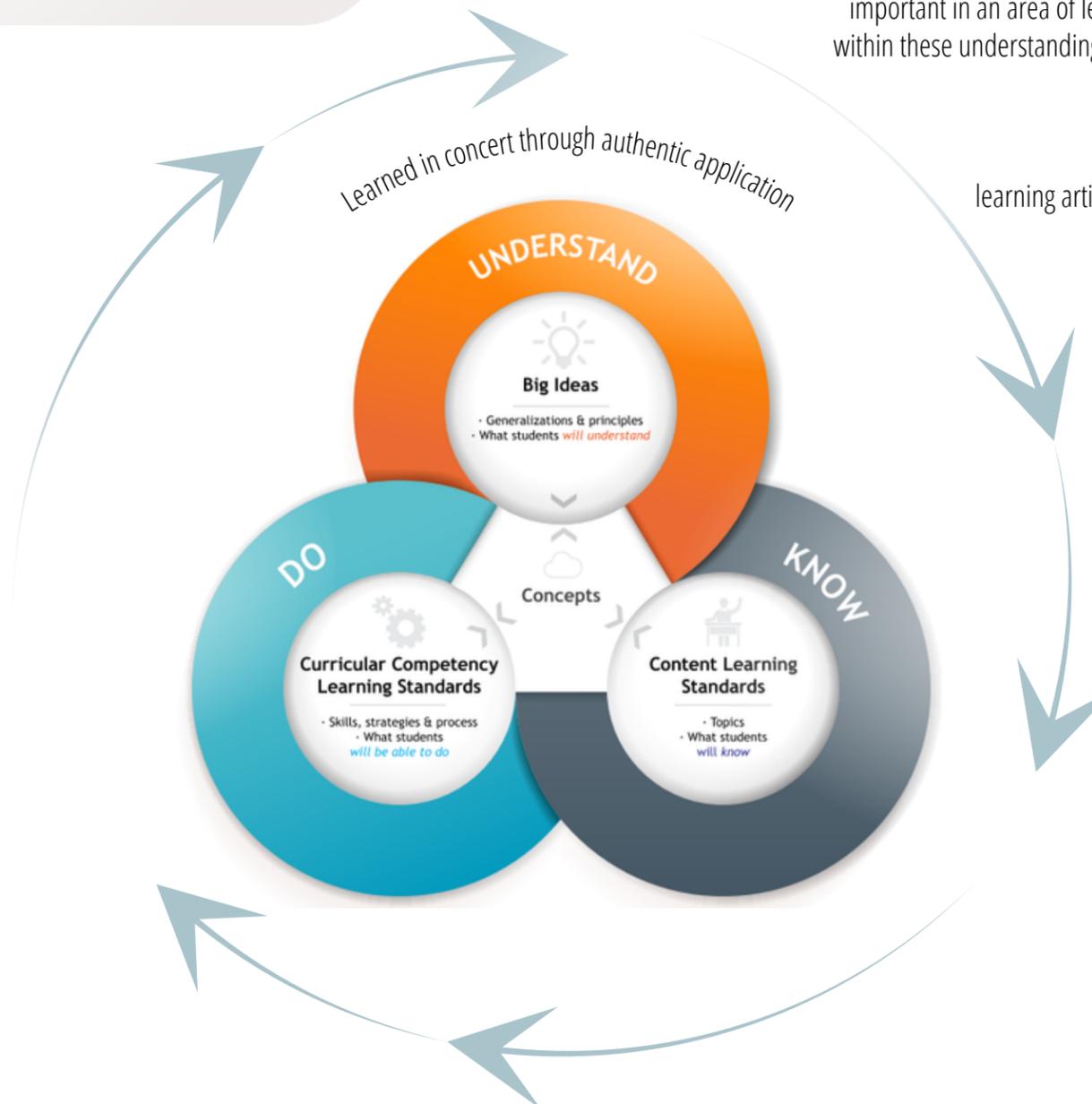


DO - CURRICULAR COMPETENCIES (SKILLS)

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





INCLUSIVE LEARNING: SUPPORTING DIVERSITY WITHIN COMMUNITY

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

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



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



Syós:ys lets'e th'ále, lets'emó:t~ One heart, one mind, working together for a common purpose



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)

Credit Path

GRADE 9 COURSEWORK

Integrated Core:

- Math
- English Language Arts
- Social Studies
- Science
- Career Life Education
- Physical & Health Education

Electives

- Four Electives
- Two Deep Dives

GRADE 10 COURSEWORK

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)

Electives

- Four Elective Courses (4 Credits each)
- Two Deep Dive Courses (2 Credits each)

GRADE 11 COURSEWORK

Integrated Studies include:

- Foundations of Math 11 or Workplace Math 11 (4 credits) or Pre-Calculus 11
- BC First Peoples 12 (4 credits - Indigenous Graduation Requirement- NEW)
- One English at the 11 level (4 credits)
- One Science at the 11 level (4 credits)
- Career Life Education (2 credits)

Electives

- Four Elective Courses (4 Credits each)
- Two Deep Dive Courses (2 Credits each)

GRADE 12 COURSEWORK

Integrated Studies include:

- One English at the 12 level (4 credits)
- Career Life Education (2 credits)
- Capstone Project
- Additional courses will reflect both additional core/electives based on interest. Students also have the opportunity to gain elective credit through Deep Dives (2 credits each)

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 sources(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.	

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?”).



*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.