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

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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
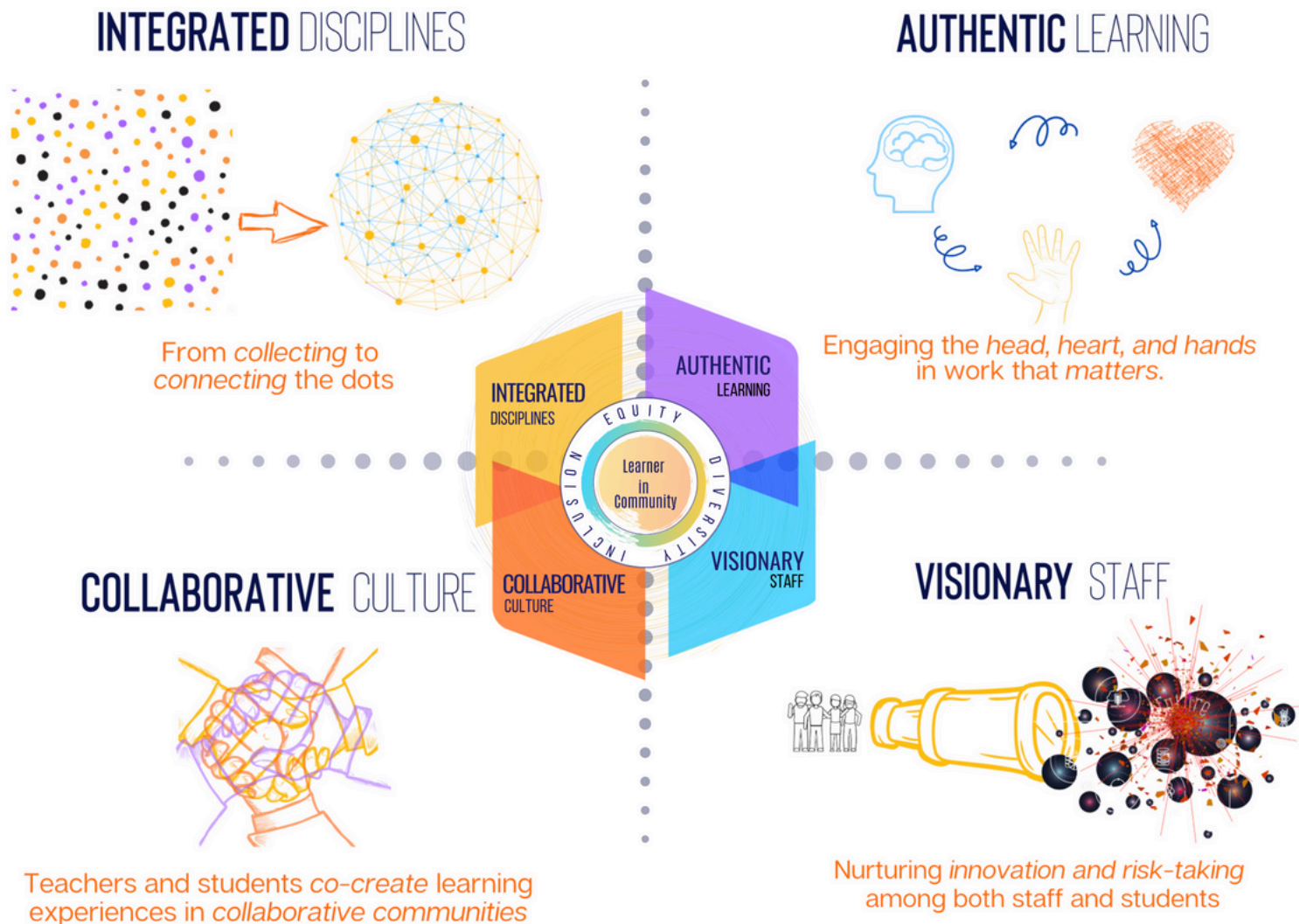- Industry-standard tools

Imagine High
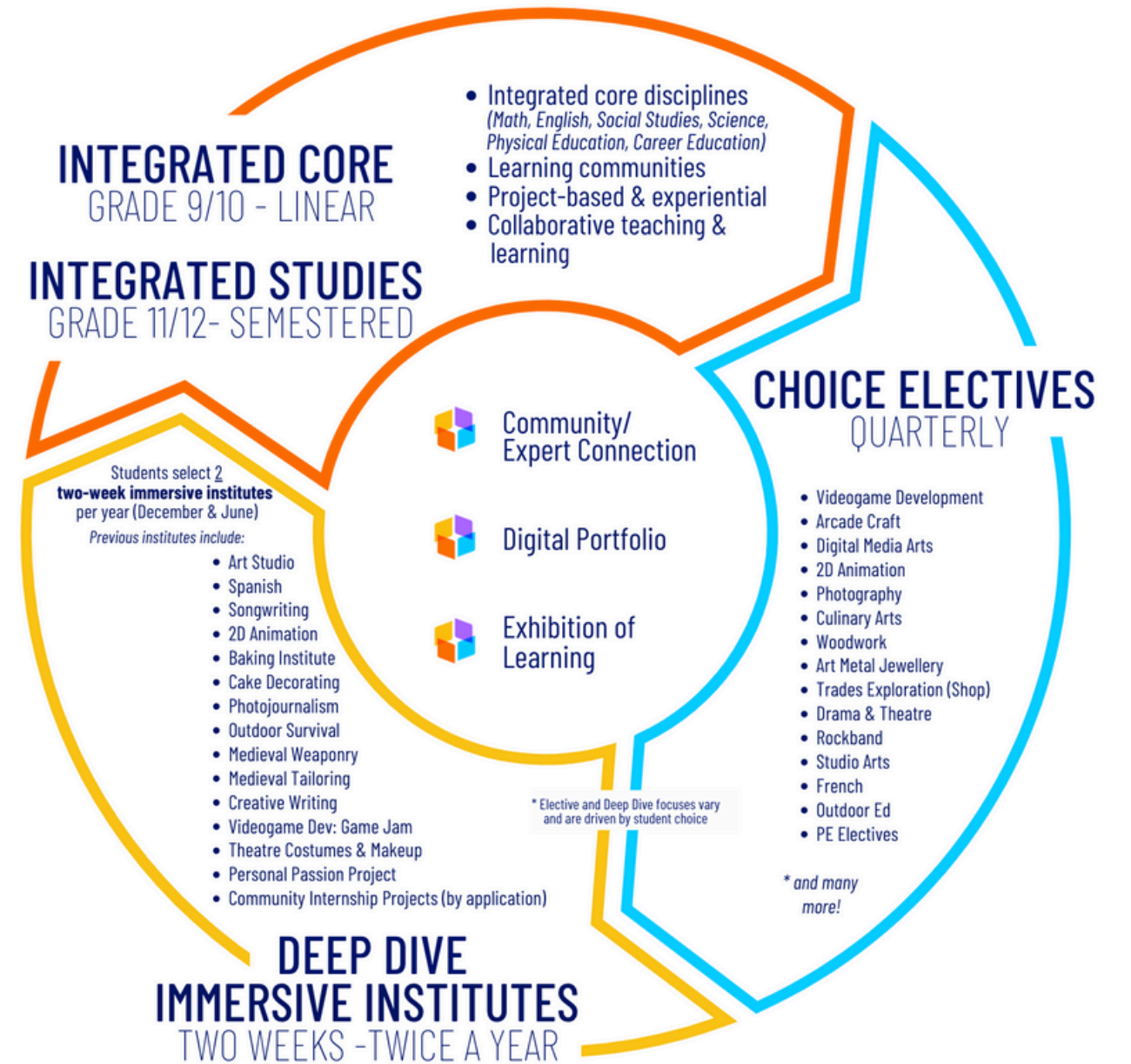INTEGRATED ARTS & TECHNOLOGY SECONDARY
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CHILLIWACK SCHOOL DISTRICT (#33)

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.*

Learner in Community
EQUITY · DIVERSITY · INCLUSION

INTEGRATED DISCIPLINES
AUTHENTIC LEARNING
COLLABORATIVE CULTURE
VISIONARY STAFF

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 CORE
GRADE 9/10 - LINEAR

INTEGRATED STUDIES
GRADE 11/12- SEMESTERED

- Integrated core disciplines
  (Math, English, Social Studies, Science, Physical Education, Career Education)
- Learning communities
- Project-based & experiential
- Collaborative teaching & learning

Community/ Expert Connection

Digital Portfolio

Exhibition of Learning

Students select **2** **two-week immersive institutes** per year (December & June)
Previous institutes include:

- Art Studio
- Spanish
- Songwriting
- 2D Animation
- Baking Institute
- Cake Decorating
- Photojournalism
- Outdoor Survival
- Medieval Weaponry
- Medieval Tailoring
- Creative Writing
- Videogame Dev: Game Jam
- Theatre Costumes & Makeup
- Personal Passion Project
- Community Internship Projects (by application)

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

CHOICE ELECTIVES
QUARTERLY

- Videogame Development
- Arcade Craft
- Digital Media Arts
- 2D Animation
- Photography
- Culinary Arts
- Woodwork
- Art Metal Jewellery
- Trades Exploration (Shop)
- Drama & Theatre
- Rockband
- Studio Arts
- French
- Outdoor Ed
- PE Electives

* and many more!

DEEP DIVE IMMERSIVE INSTITUTES
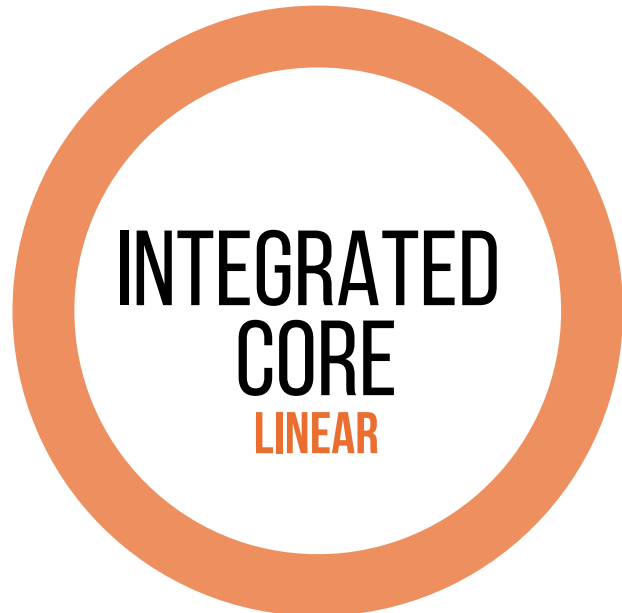TWO WEEKS -TWICE A YEAR

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.

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INTEGRATED CORE
LINEAR

CHOICE ELECTIVES
QUARTERLY

DEEP DIVES
TWICE YEARLY

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2023-2024 (No - Bell) SCHEDULE

8:47 School Begins

8:47 - 11:36 Integrated Core/Electives (GR.11/12)
8:47 - 12:16 Integrated Core/Electives (GR.9/10)
BREAK/TRANSITION 10:08 - 10:16

11:36-12:16 Lunch (Grade 11/12)
12:16-12:56 Lunch (Grade 9/10)

12:16 - 3:03 Integrated Core/Electives (GR.11/12)
12:56 - 3:03 Integrated Core/Electives (GR.9/10)
BREAK/TRANSITION 1:36-1:43

3:03   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.

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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
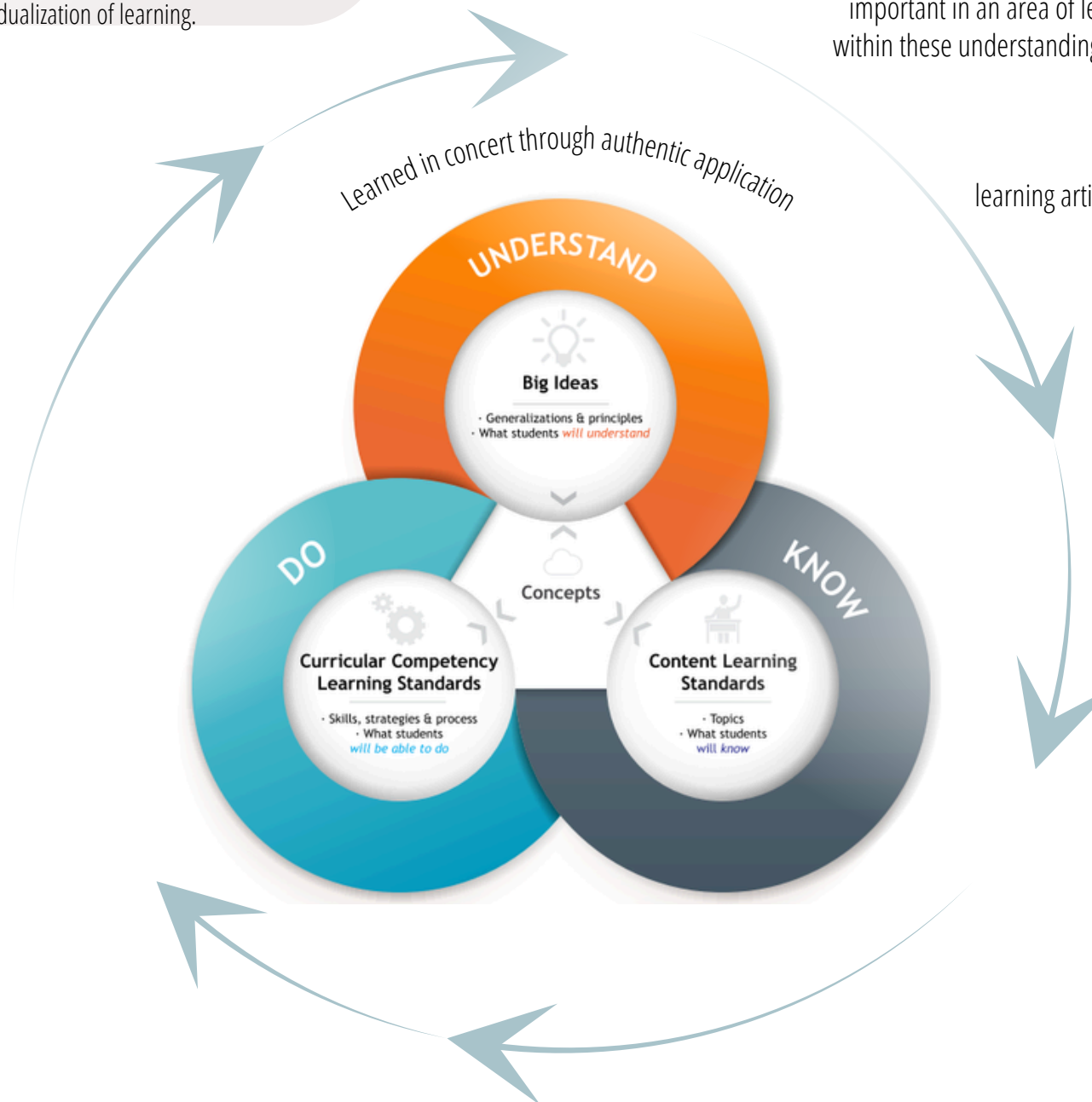student portfolio & reflection

DO - CURRICULAR COMPENTENCIES (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

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*

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

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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

COLLECTIVE RESPONSIBILITY

HIGH QUALITY INSTRUCTION

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

DATA-DRIVEN DECISIONS

- 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

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
Ⓐ Ⓑ
INCLUSIVE DESIGN TEAM   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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OUR GRADUATES

In 2024, Imagine High celebrated our inaugural graduation class. We are incredibly proud of what they have accomplished, and cannot wait to see what they create in our world.

Our learners set out on their next adventure to university, college, trades programs, and the work world. Students from Imagine have been accepted into a variety of programs including Early Childhood Education, Concept Art, Sciences, Engineering, Teaching and more.

At Imagine, we work to personalize the high school experience to support learners on their individual future and career paths, and ensure they have the course credit needed to be successful in whatever path they chose for themselves.

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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)