

# What are the key issues identified by B.C. teachers?

In our research and development process, Thomson Nelson did a thorough curriculum review and analysis which included input from a qualified advisory panel of B.C. educators, over 350 school surveys, and face-to-face interviews with over 160 K–7 educators, administrators, and consultants.

**B.C. SCIENCE  
PROBE 4–7  
WILL ADDRESS  
THESE NEEDS**

## B.C. TEACHERS SAID THEY WANT SCIENCE RESOURCES THAT:

Fully cover B.C. curriculum – where all outcomes are taught, practised and assessed	✓
Have doable hands-on activities that stimulate curiosity and encourage students to make connections	✓
Provide support for a range of learners	✓
Support various classroom organizations such as combined, split or multi-grade situations	✓
Are based on the most current thinking in science, including <ul style="list-style-type: none"> <li>• Alternate concepts in science</li> <li>• Integration of technology</li> <li>• Integration of developing skills and science literacy</li> <li>• Development of the four goals of scientific literacy – STSE, Skills, Knowledge, Attitudes</li> </ul>	✓
Have effective planning tools that support classroom management	✓
Support both generalist and specialist science teachers	✓
Include a variety of assessment tools for and of learning	✓
Support parents with ideas for at-home learning	✓