



**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

**EDUCATION COMMITTEE
AGENDA**

Wednesday, April 25, 2018 from 2:30-4:00 pm
School Board Office – Gibsons, BC

- 1) Goal 1.f. – Music
- 2) Goal 1.k. – Graduation
- 3) Curriculum (standing item)
- 4) Parent Engagement (standing item)

The B.C. Graduation Program: Summary of Changes

Grades 10 to 12

At a Glance

What has Changed

1. **Curriculum** has been redesigned to be more learner-focused and flexible, with a focus on core competencies, big ideas and learning standards; Indigenous culture and perspectives have been integrated into all curriculum.
2. **New Course Structures** (see summary in following pages)
 - i. 8-credits of Career Education with flexible delivery options and a Capstone Project
 - ii. Courses designed to be accessible to all students; Communications 11 and 12 discontinued
 - iii. Health Education has been combined with Physical Education
3. **Two new provincial graduation assessments** – Literacy Assessment and Numeracy Assessment – aligned with the redesigned curriculum.
4. **BAA Guidelines** updated to align with the redesigned curriculum.

What is Staying the Same

- High standards still placed on core skills (reading, writing, math).
- Still require at least 80 credits to graduate (52 required credits and 28 elective credits) representing a breadth of subject areas.
- Letter grades and percentages continue to appear on formal report cards and transcripts for all courses taken.
- No changes to Independent Directed Studies, External Credentials, Course Challenges, Dual Credit courses, Equivalency credits or scholarships.

This document provides an overview of the planned changes to the B.C. curriculum and graduation program policies, and the Graduation Program implementation schedule.

See the [B.C. Graduation Program: Implementation Guide](#) for more details.

Curriculum Structure

- 1 Focus on learner-centered and flexible learning.** Personalized options enable students to participate in choosing course content. An inquiry-based, hands-on approach encourages students to take more personal responsibility for learning.

Teachers have greater flexibility in creating learning environments that are relevant, engaging and novel, promoting local contexts and place-based learning.
- 2 Curriculum structure has three main components, regardless of subject.** These work together to support deep learning.
 - Big Ideas (what students will understand) – generalizations, principles, key concepts
 - Content (what students will know) – essential topics and knowledge
 - Curricular Competencies (what students will be able to do) – skills, strategies, processes
- 3 Provides learners with a strong foundation of Core Competencies,** competencies that are driven by global and technological changes. These competencies encompass the intellectual, personal and social skills students need to develop for success in life beyond school and to become educated citizens.

Competencies are embedded within the learning standards of all curriculum. They come into play when students are engaged in “doing” in any area of learning. Together, the literacy and numeracy foundations and core competencies contribute to the development of educated citizens. The competencies are:
 - Communication – the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media
 - Thinking – the knowledge, skills and processes we associate with intellectual development
 - Personal and Social – the set of abilities that relate to students’ identity in the world, both as individuals and as members of their community and society
- 4 Curriculum courses are not designed to stream student into easier or difficult pathways.** All courses allow for differentiation of teaching methods and all students are able to access any course.
- 5 Indigenous worldviews, perspectives and content have been built into all new and redesigned curricula (K-12).** For example, place-based learning and emphasis on Indigenous ways of knowing reflect the First Peoples Principles of Learning in the curriculum.
- 6 Literacy and numeracy skills are developed through applications in all curricular areas.** Renewed focus on reading, writing and math as core skills and their applications in the graduation years.

Course Structures

7 More course options in each subject area. These course options reflect a broad diversity and respond to emerging trends and student preference.

- a) English Language Arts and English First Peoples:** Still require 12 credits (4 credits in each grade) for graduation. New choices are available for students (9 new courses for Grade 10; 8 new courses for Grade 11; 7 new courses for Grade 12). Communications 11 and 12 discontinued. English Studies 12 or English First Peoples 12 is required by all students for graduation. More flexibility has been offered in English Language Arts 10, which can be taken as two 2-credit courses.
- b) Français langue première:** Still require 12 credits of Français langue première for graduation. More course choices are being finalized and will be aligned and similar to choice options in English Language Arts (ELA) and English First Peoples (EFP) courses at Grades 10 and 11. Similar flexibility will be offered in Français langue première (FRALP) 10 courses, which will be available as two 2-credit courses.
Français langue seconde - immersion: More course options are being reviewed.
- c) Mathematics:** Still require 8 credits for graduation between Grades 10-12 (4 credits in Grade 10 and 4 credits in either Grade 11 or 12). New or redesigned Mathematics courses in Grades 10-12 such as Geometry 12, History of Math 11 and Computer Science 12.
- d) Science:** Still require 8 credits for graduation between Grades 10-12 (4 credits in Grade 10 and 4 credits in either Grade 11 or 12). New and redesigned sciences courses in Grades 11 and 12, such as Specialized Science 12, Science for Citizens 11, and Environmental Science 11 and 12.
- e) Social Studies:** Still require 8 credits for graduation between Grades 10-12 (4 credits in Grade 10 and 4 credits in either Grade 11 or 12). New and redesigned Grades 11 & 12 courses such as Explorations in Social Studies 11, Genocide Studies 12, Asian Studies 12 and Contemporary Indigenous Studies 12; new courses allow more flexibility when selecting Social Studies courses for credit at the Grades 11 & 12 level (any one course at the Grades 11 or 12 level).
- f) Second Languages:** Courses have been aligned with new curriculum. New curriculum template is being developed for international languages.
Indigenous Languages: New curriculum templates are being developed for Indigenous languages.
- g) Arts Education:** Require 4 credits for graduation in either Arts Education or Applied Design, Skills, and Technologies (ADST) or a combination of both; available as 2- or 4-credit courses in Grade 10, 11 and 12, depending on the school. More new/redesigned courses in Dance, Drama, Music and Visual Arts (all Grades 10-12).
- h) Applied Design, Skills and Technologies (ADST):** Require 4 credits for graduation in either Applied Design, Skills, and Technologies or Arts Education. New Media Design 10, 11 and 12. Redesigned Business Education, Home Economics, Culinary Arts, Technology Education, and Information and Communications Technology courses. Large increase in provincial course offerings in Grades 10-12.
- i) Career Life Education:** 8 credits of Career Education is being introduced – Career Life Education (CLE) and Career Life Connections (CLC).
 - CLE and CLC do not have a designated grade level, allowing flexible delivery.
 - Courses can be taken as a single 4-credit course, or as two 2-credit courses.
 - A final grade will be provided for CLC (compared to a Requirements Met used in Graduation Transitions).
 - 30 hours of work experience will be rebranded as “career explorations” allowing for a broadened view of experiential learning in CLC.
 - A Capstone Project will also be an expectation for CLC.
- j) Work Experience and Apprenticeship Training:** Allows students to earn graduation credit for work-based hours in a real-world setting, including where students’ paid and unpaid work employment aligns with their career/educational path. Program guides being updated to align with new curriculum, including redesigned learning standards and greater flexibility.
- k) Physical and Health Education (PHE):** Health Education has been combined with Physical Education. PHE courses in Grades 11 and 12 have expanded from one to three selections each, including Active Living 12. Daily Physical Activity is embedded in PHE10. Daily Physical Activity is no longer a stand-alone graduation requirement.

Assessment

Two new provincial graduation assessments are being introduced to ensure alignment with the redesigned curriculum. They provide system-level information (schools, districts, province) about student performance in literacy and numeracy, and communicate feedback to students regarding their proficiency in numeracy and literacy.

All courses are fully assessed in the classroom, at the discretion of teachers, with a renewed focus on formative assessment.

8 Provincial Graduation Assessments

- Since July 2016, provincial exams for Math 10, Science 10, Social Studies 11 (and BC First Nations Studies 12) and Language Arts 10 have been discontinued. Students in these courses are now fully assessed in the classroom.
- Two new provincial graduation assessments aligned with the redesigned curriculum – one in literacy and one in numeracy – required for graduation.
- The Graduation Numeracy Assessment was implemented in January 2018, and the Graduation Literacy Assessment will be implemented in January 2020.
- Language Arts (LA) 12 Provincial Exam will continue to be administered, and weighted 40% of the final course mark, until the Graduation Literacy Assessment is implemented.
- The following set of policies is associated with the new assessments:
 - Stand-alone assessment (not tied to a specific course).
 - Students can take the graduation assessments at any time during their graduation years (Grades 10-12).
 - Students must write each assessment once and may choose to rewrite up to two times, if required.
 - Scored on a 4-level proficiency scale.
 - Results will appear on [StudentTranscripts](#) and their best outcome (proficiency score) will be recorded on their final transcript.

Student Progress Reporting

- ### 9
- No planned changes to the Grades 10-12 reporting policy for 2018/19 or 2019/20.
 - Letter grades and percentages continue to appear on formal report cards and transcripts for all courses taken.
 - New Graduation Numeracy and Literacy Assessments evaluated with a 4-point provincial proficiency scale.

Graduation Requirements

- ### 10
- All students are required to obtain at least 80 credits total (52 required credits + 28 elective credits).
 - Two new mandatory stand-alone provincial assessments: numeracy and literacy.
 - 8 credits of new career education courses are required for graduation.
 - No changes to graduation scholarships.
 - No changes to Independent Directed Studies, External Credentials, Course Challenges, dual credit courses or Equivalency credits.
 - Board/Authority Authorized (BAA) courses must now be reviewed periodically, and revised according to the new BAA guidelines; July 1, 2018 (Grade 10) and July 1, 2019 (Grades 11 & 12).
 - The requirements to graduate with a Dual Dogwood for Francophone and French Immersion students remain the same.

Implementation Schedule

	2017/18	2018/19	2019/20	2020/21
* The new graduation program starts on July 1, 2018. Students graduating after June 30, 2018 are on the new graduation program.				
Provincial 10-12 Curriculum	All 10-12 draft provincial curriculum will be finalized by June 2018	New Grade 10 provincial curriculum implemented (July 2018) Grade 11/12 provincial curriculum trial (July 2018)	Grade 11/12 provincial curriculum implemented (July 2019)	Full implementation continues (ongoing regular enhancements)
Changes to Provincial Course Structures		Discontinuation of Planning 10 (June 2018) Introduction of Career Life Education (July 2018)	Discontinuation of Graduation Transitions (June 2019) Introduction of Career Life Connections (includes Capstone) (July 2019) Career Life Connections will be graded upon completion (alignment with Student Progress Report Order) (July 2019)	
		Discontinuation of Daily Physical Activity (DPA) requirement for Grade 10 (July 2018) DPA included as part of new Physical and Health Education curriculum for Grades K-10	DPA is no longer a separate requirement within Graduation Transitions (as Graduation Transitions is discontinued) (June 2019)	
		All Social Studies 11 and 12 courses to meet requirements for graduation (July 2018)		
Changes to Additional Credit Options	No planned changes to policies associated with External Credentials, Dual Credit, Equivalency, Challenge, and Independent Directed Studies between 2017–2020	All BAA Grade 10 courses to be aligned with provincial Grade 10 curriculum (July 2018)	All BAA Grade 11/12 courses to be aligned with provincial 11/12 curriculum (July 2019)	<i>Incremental enhancements</i> to policies associated with External Credentials, Dual Credit, Equivalency, Challenge, Independent Directed Studies with the lens of further transformation of the Grad Program (June 2021)

continued on next page

	2017/18	2018/19	2019/20	2020/21
Provincial Assessments	Numeracy Assessment – controlled implementation (Jan 2018) Full Numeracy Administration – open to all students (June and August 2018) Numeracy Assessment is a requirement for graduation	Continuation of Numeracy Assessment – open to all students Grades 10-12 (assessment dates TBD)		Full implementation continues (ongoing enhancements as required)
		Language Arts (LA) 12 exam continues to be a requirement for graduation until June 2019 Rewrites of the LA 12 exam available until June 2020	Literacy Assessment – controlled implementation (Jan 2020) Literacy Assessment – open to all students (June and August 2020) Discontinuation of Language Arts 12 (and equivalent) exams (effective July 2019) Literacy Assessment is a requirement for graduation	Full implementation continues (ongoing enhancements as required)
Student Progress Reporting				<i>Possible</i> new 10-12 reporting policy implemented *engagement and trial required to determine scope of change
Scholarships and Transcripts	Proficiency level (numerical value on 4-point scale) will be recorded on student transcript as a record of results on Numeracy Assessment (June 2018)		Proficiency level (numerical value on 4-point scale) will be recorded on student transcript as a record of results on Literacy Assessment (June 2019) Possible changes to align Scholarship Program with new provincial assessments (June 2019) *targeted discussions with sector required to determine scope of change	<i>Possible</i> changes to transcripts to align with a new 10-12 Reporting Policy (June 2021) *engagement required to determine scope of changes



B.C. Graduation Program Implementation Guide

Grades 10 to 12



**BRITISH
COLUMBIA**

For feedback by April 30, 2018



FOREWORD

Policy for Student Success

Capable young people thriving in a rapidly changing world.

British Columbia has a great education system, and we have the opportunity to make it even better. B.C. is dedicated to maintaining its position as a global leader in education by pioneering systemic changes that prepare students for a rapidly changing world. Driven by advancements in technology, evolutions within the workplace and opportunities for broader social engagement – both locally and globally – today’s students will be graduating into an exciting new world.

B.C. schools must do everything possible to prepare **all** students for their future. While B.C. student success has been good, it is inconsistent. Significant gaps in student outcomes exist among Indigenous and vulnerable learners, and significant differences exist between schools across the province. These gaps can be eliminated.

This policy aims to align our education system’s vision, our legislated mandate and the work of all boards of education and independent school authorities to further student success. This work is guided by the latest evidence and international best practice.

Our Mandate – the Educated Citizen

As specified in the Statement of Education Policy Order, the purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

To achieve this purpose, we have a collective mandate to develop the Educated Citizen, which is defined as having:

- *Intellectual Development* – to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.
- *Human and Social Development* – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, and tolerance and respect for the ideas and beliefs of others.
- *Career Development* – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

Education furthers government’s objectives

The Ministry of Education is guided by the provincial government’s core mandate, to make life more affordable, deliver the services people count on, and to build a strong, sustainable, innovative economy that works for everyone. In addition, the education system operates within a fiscal framework that ensures consistency and fairness across the province, while enabling local flexibility for school districts.

British Columbia's Policy for Student Success

Focus all talents, efforts and resources on improving student success. Our success will not be measured by the amount of investment, legislative changes, the number of programs or the amount of new construction, but rather on how well all students, regardless of their background or where they live in B.C., are succeeding in life. This commitment depends on using evidence to make decisions, the courage to adjust and improve programs and policies that are not optimal for students, enabling equity of access to education for every student, aligning investments that clearly demonstrate better outcomes, and leading through innovative new approaches.



Continuous improvement on student success will be guided by the following principles:

- 1. High and measurable standards** – What students know and the abilities they are expected to demonstrate will continue to be reflected in a strong core curriculum, graduation standards and rigorous province-wide performance standards and assessments. This will continue to be guided by expectations of students and parents, as well as international best practice and robust evidence for what enables greater equity and improvement of student outcomes.
- 2. Student-centered learning structures** – Students and parents will benefit from more flexibility and choice with respect to how, when and where their learning takes place. This requires provincial-level consistency in policy design and funding allocation, while enabling the most flexibility as possible to organize and deliver programs within schools. This will become increasingly important as B.C. takes a more inclusive approach to education, ensuring all students – regardless of ability or background – benefit from a learning environment tailored to meet their potential. It also means a greater mix and variety of pathways to graduation and more opportunities for hands-on learning.
- 3. Future orientation** – Students entering kindergarten this year will graduate in 2030 and retire around 2075. If we are dedicated to preparing children for successful futures, they will need to be persistent in pursuing their education, embrace the use of technology and further develop soft skills. Students will need to be prepared for graduation with practical expectations informed by employers and post-secondary institutions.
- 4. Quality instruction and leadership** – Great teachers and educational leaders have always been the key to student success, and this critically important role in a student’s life will be shifting to align with the goal of achieving improved student outcomes. Teachers will act as guides, coaches and mentors for learning. With a primary focus on all students’ success, school leaders and teachers will need to embrace the diverse and individual needs of their students. Educators will use methods proven to achieve results, including experiential learning and technology in their classrooms, developing learning plans for every student and allocating time for collaboration with other educators and professional development.
- 5. Safe and effective learning environments** – We will foster learning environments where all students feel safe and belong, and where all students are comfortable and encouraged to explore their personal strengths and interests. In order to facilitate safe learning environments where students, parents and educators can focus on supporting students with their learning outcomes, we will accelerate access to seismically safe schools and learning environments that support the future delivery of education. We will also utilize the latest technology for learning, enable flexible and virtual learning delivery, and prepare best practice emergency management systems for districts and schools.



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INTRODUCTION

About this Guide

British Columbia's education system is in the midst of change as it prepares our young people for a rapidly changing world. Intensive work has been done to redesign the curriculum to include more variation, flexibility and real-life experiences to better prepare students for the future.

This guide focuses on the curriculum and assessment changes in Grades 10, 11 and 12 and the policies for the B.C. Graduation Program. The guide is intended to:

- facilitate a common understanding among educators, students, parents, post-secondary institutions, business and government of the current policies and planned educational shifts;
- foster discussion about how the planned changes and improvements will benefit students who will be graduating in the coming years, and our education system as a whole; and
- confirm and consolidate existing policies and those planned through to 2020.

The first part of the guide comprises an overview of the changes to the Graduation Program.

More detailed information about implementation, course information in specific subject areas, graduation requirements, other means of obtaining credit toward graduation, options for schooling and Ministry of Education policies, guidelines and Ministerial Orders is located in the Appendices.

As we prepare to implement the changes outlined in this guide, we continue to welcome feedback from stakeholders about the planned Graduation Program. This feedback will help align policies and procedures to support our education goals.

Please provide your comments by April 30, 2018 to curriculum@gov.bc.ca

The final Graduation Program: Implementation Guide will be provided by Fall 2018.

The Impetus for Change

The core goal underlying the planned curriculum, assessment and graduation requirements is to help students succeed and thrive in a world that is changing rapidly and radically. The change is driven by increased use and reliance on digital and other technologies (including artificial intelligence, machine learning and automation), greater integration of economies worldwide (international trade) and shifting demographics (including an aging population and urbanization).

Society and the citizens of tomorrow will rely less on content knowledge (what they know) and more on what they can do with what they know, with an ongoing need to continue to learn and grow. Education must continue to adapt and adjust our practices and policies to respond to global shifts and student needs.

British Columbia's education system is consistently one of the best in the world and has been recognized internationally for its excellence. This success is largely due to strong leadership, quality educators, high standards, continuous improvement, and monitoring of progress and achievement throughout all levels of the education system.

How is education shifting?

Instead of preparing for a specific career, students are being encouraged to prepare for a career path that uses core skills and competencies, and also takes into account personal characteristics and preferences. This more personalized approach to learning and skills development will open the door to more opportunities in post-secondary education and training and support more diversified employment over a person's lifetime.

More than preparing a student for careers and work, an effective education helps prepare students for adulthood. Students are encouraged to:

- take ownership of their own health and learning;
- explore and make connections between their learning and their future; and
- create a plan for their personal growth and development as skilled, healthy, knowledgeable, participating citizens.

Students are also expected to develop and demonstrate proficiency in literacy and numeracy and acquire a range of other diverse skills, including:

- creative and analytical skills
- global awareness and civic education
- entrepreneurial skills
- leadership skills
- social and personal awareness skills
- digital and technical skills

A major shift is already underway globally toward a system that supports more personalized learning.

Implementation of the new B.C. Graduation Program

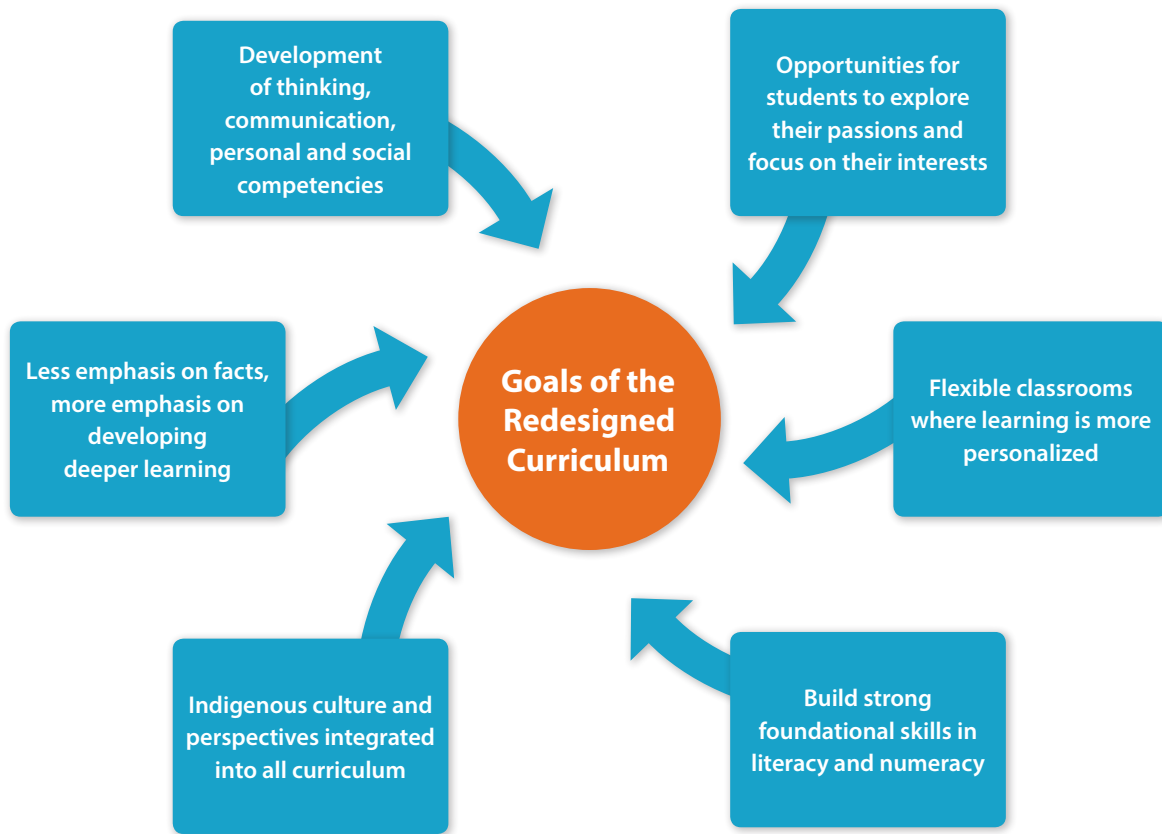
Since 2011, the Ministry of Education has consulted widely with over 3,000 educators, parents, students and industry on making the education system more aligned to the needs of students, employers and society. The ministry worked with over 300 educators to develop the new curriculum, provincial assessments and graduation requirements.

During the curriculum transformation, the ministry reviewed education trends in national and international jurisdictions and consulted widely with authorities and stakeholders on curriculum and assessment design.

The new curriculum was mandated for Grades K-9 in the 2016/17 school year. Grade 10 will be mandated in the 2018/19 school year and Grades 11 & 12 in the 2019/20 school year. The draft Grades 10-12 Graduation Program curriculum has been available for review and feedback by stakeholders since 2016. The feedback is being integrated into the final curriculum prior to full implementation.

For a detailed description of the implementation schedule for the Graduation Program, see Appendix 1.

PROVINCIAL CURRICULUM



The provincial curriculum defines what students are expected to learn at each grade level and in every subject area. The process of researching, reviewing, piloting and updating the curriculum is ongoing and iterative, and is a key element of continuous improvement in the education system. While the provincial curriculum is approved and distributed by the Ministry of Education, boards of education and independent schools may develop additional individual courses to be offered within their own schools (Board/Authority Approved courses). All curriculum contributes to the development of an Educated Citizen.

B.C.'s updated curriculum provides the following benefits for students:

- more courses and more **choice** means a broader diversity, in response to both student preference and emerging trends
- **increased hands-on and experiential learning** leads to increased engagement
- **conceptual thinking** and learning about “big ideas” encourages students to look beyond learning-specific content
- opportunities to **develop core competencies** needed for life-long learning

B.C.'s new curriculum has three main components, regardless of subject, that most educators agree are essential for learning:

- **understand** the big ideas and concepts that can be transferred to other settings
- **know** the content of each subject areas
- develop and **apply** the competencies within each area of learning

The common focus is active engagement in the process of learning. Students learn more deeply when they are involved in “doing” than when they are passively listening or reading.

Big Ideas (Understand)

The big ideas consist of generalizations and principles and the key concepts important in a subject area. The big ideas represent what students will understand at the completion of their grade in each subject. These concepts extend beyond a single grade and help build a broad base for a student’s future understanding.

EXAMPLES

- Science 10: Genes are the foundation for the diversity of living things
- English Studies 12: Language shapes ideas and influences others

Content (Know)

The content is the essential topics and knowledge that students must learn at each grade level.

EXAMPLE

- Social Studies 10: Discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools and internments

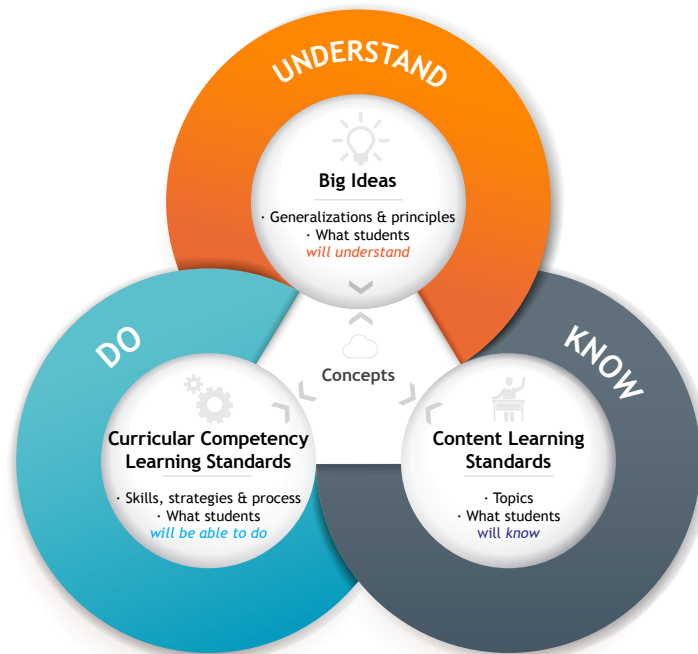
Curricular Competencies (Do)

Curricular competencies are the skills, strategies and processes that students develop over time and apply to their ongoing lifelong learning.

EXAMPLE

Science 10:

- Make observations aimed at identifying their own questions, including increasingly complex ones, about the natural world
- Formulate multiple hypotheses and predict multiple outcomes
- Ensure that safety and ethical guidelines are followed in their investigations
- Seek and analyze patterns, trends and connections in data, including describing relationships between variables (dependent and independent) and identifying inconsistencies



The B.C. curriculum provides learners with a strong foundation of core competencies that encompass the intellectual, personal and social skills that students need to develop for success in life beyond school. These competencies are:

1. **Communication** – the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media
2. **Thinking** – the knowledge, skills and processes we associate with intellectual development
3. **Personal and Social** – the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society

Competencies are embedded and evident within the learning standards of all courses. They come into play when students are engaged in “doing” in any area of learning.

Students are also expected to develop and demonstrate proficiency in numeracy and literacy across all subjects and grade levels. Literacy and numeracy skills are developed through applications in all curricular areas.

Literacy and numeracy are core skills that cut across every subject – the keys to success in university, college and careers.

- **Literacy:** The ability to understand, critically analyze and create a variety of forms of communication, including oral, written, visual, digital and multimedia.
- **Numeracy:** The ability to understand and apply mathematical concepts, processes and skills to solve problems and make decisions.

Aboriginal Perspectives and Knowledge

Aboriginal worldviews, perspectives and content have been built into all new and redesigned curricula (K-12). For example, place-based learning and emphasis on Indigenous ways of knowing reflect the [First Peoples Principles of Learning](#) in the curriculum. These principles and new curriculum content will:

- support students in re-examining Canada's history with a view to better understanding First Peoples' role and place in its evolution
- help young people challenge stereotypical portrayals of First Peoples
- contribute to reconciliation by helping students gain an understanding of the contributions of First Peoples to Canadian society

For detailed descriptions of the curriculum for each of the major subject areas in Grades 10-12, see Appendix 2.

ASSESSMENT

HIGHLIGHTS

Two new provincial graduation assessments are being introduced to ensure alignment with the redesigned curriculum. They provide system-level information (schools, districts, province) about student performance in literacy and numeracy and communicate feedback to students regarding their proficiency in numeracy and literacy.

All courses are fully assessed in the classroom, at the discretion of teachers, with a renewed focus on formative assessment.

Provincial Graduation Assessments

- Since July 2016, provincial exams for Language Arts, Math 10, Science 10, Social Studies 11 and BC First Nations Studies 12 have been discontinued. Students in these courses are now fully assessed in the classroom.
- Two new provincial graduation assessments aligned with the redesigned curriculum – one in literacy and one in numeracy – are required for graduation.
- The Graduation Numeracy Assessment was implemented in January 2018, and the Graduation Literacy Assessment will be implemented in January 2020.
- Language Arts (LA) 12 Provincial Exam will continue to be administered, and weighted 40% of final mark, until the Graduation Literacy Assessment is implemented.
- The following set of policies is associated with the new assessments:
 - Stand-alone assessment (not tied to a specific course).
 - Students can take the graduation assessments at any time during their graduation years (Grades 10-12).
 - Students must write each assessment once and may choose to rewrite up to two times, if required.
 - Scored on a 4-level proficiency scale.
 - Results will appear on [Student Transcripts](#) and their best outcome (proficiency score) will be recorded on their final transcript.

The new curriculum is changing how we connect students with the skills they need to succeed, and requires assessment practices that align and are congruent with the new curriculum.

Assessment must be more flexible to reflect a more personalized approach to learning and measure deeper, complex thinking. Assessment will continue to be timely and rigorous, and provide meaningful information on student learning.

Classroom Assessments

Classroom assessments continue to be the primary source of information about student learning. Feedback from ongoing assessment in the classroom can be immediate and personal, helping students identify areas of growth and set new learning goals. Classroom assessments are led by teachers.

The ministry supports teachers in their ongoing assessment of student progress by providing them with assessment support materials.

Provincial Graduation Assessments

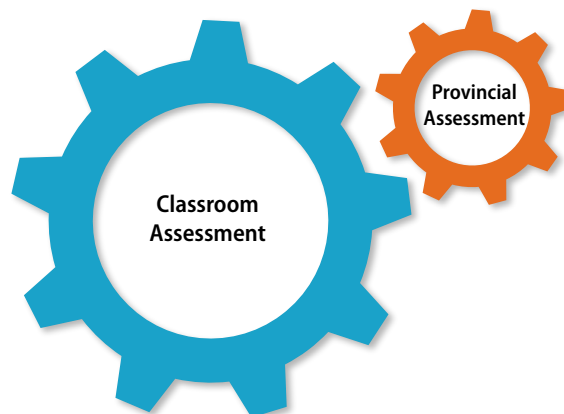
In the new Graduation Program, students will write two provincial assessments – one in literacy and one in numeracy.

The Graduation Literacy Assessment and Graduation Numeracy Assessment are required for graduation for all students following the new Graduation Program. They measure literacy and numeracy abilities that have been learned across multiple subjects. In the new curriculum, students' proficiency in literacy and numeracy is developed over the course of their education. The assessments ask critical-thinking and problem-solving questions within relevant contexts and scenarios.

The information from the numeracy and literacy assessments can be used summatively and formatively. The assessment results:

- provide schools, districts and the province with system-level information regarding students' numeracy and literacy to support student success
- support individual students by providing descriptive information for formative use and goal-setting
- provide students with evidence of their literacy and numeracy skills for use after graduation (i.e. to provide employers or those in a post-secondary setting evidence of their proficiency level in literacy and numeracy)
- describe the proficiency levels of sub-groups of a population (e.g. Indigenous students) for use by schools, boards of education, the province and key stakeholder groups
- provide information for schools, boards of education and the province regarding trends in performance over time

Students must write each assessment once and may choose to rewrite up to two times, if required. Students are encouraged to take the assessments early in their graduation years (Grades 10-12).



Both assessments:

- align with the new curriculum
- can be taken at any time during students' graduation years (Grades 10-12)
- are a stand-alone assessment (not tied to a course)
- are scored on a 4-level proficiency scale, with no pass or fail score

Results will appear on [Student Transcripts](#) and students' best outcome (proficiency score) will be recorded on their final transcript.

The course-based provincial Language Arts 12 examinations will be phased out with the introduction of the Graduation Literacy Assessment. Until then, these examinations will continue to count for 40 per cent of the final mark in their respective Language Arts 12 courses.

Provincial Assessment Adjudication

Adjudication is the official process that helps to ensure students with diverse abilities can access the provincial graduation assessments.

In the 2017/18 school year, the ministry moved to a universal model of supports for students when taking provincial graduation assessments. This model ensures that students who have been provided with accommodations in the regular classroom setting (such as extra time and speech-to-text or text-to-speech software), are also able to access the same accommodations when writing the assessments.

STUDENT PROGRESS REPORTING

HIGHLIGHTS

- No planned changes to the Grades 10-12 reporting policy for 2018/19 or 2019/20.
- Letter grades and percentages continue to appear on formal report cards and transcripts for all courses taken.
- New Graduation Numeracy and Literacy Assessments evaluated with a 4-point provincial proficiency scale.

There are no planned changes to the Grades 10-12 reporting policy for 2018/19 or 2019/20.

Boards of education are required to provide parents with a minimum of five reports throughout the school year describing students' progress in all areas of learning. Students will continue to receive report cards with classroom marks (letter grades and percentages) for all courses, and a provincial exam mark for Language Arts 12 until the implementation of the Graduation Literacy Assessment in January 2020.

The student progress reporting guidelines for Grades 10-12 are as follows:

- Formal reports include letter grades, percentages and written reporting comments.
- Reports are provided at least five times a year (including a final summative report): three formal written reports and two informal reports.
- Letter grades, percentages, a Graduation Numeracy Assessment proficiency score and course credits continue to be recorded on the student transcript.

GRADUATION REQUIREMENTS

HIGHLIGHTS

- All students are required to obtain at least 80 credits total (52 required credits + 28 elective credits).
- Two new mandatory stand-alone provincial assessments: numeracy and literacy.
- 8 credits of new career education courses are required for graduation.
- Letter grades and percentages continue to appear on formal report cards and transcripts for all courses taken
- No changes to Independent Directed Studies, External Credentials, Course Challenges, Dual Credit courses, Equivalency credits or scholarships.
- Board/Authority Authorized (BAA) courses must now be reviewed periodically, and revised according to the new BAA guidelines; July 1, 2018 (Grade 10) and July 1, 2019 (Grades 11 & 12).
- The requirements to graduate with a Dual Dogwood for Francophone and French Immersion students remain the same.

Rigorous graduation requirements ensure students are graduating from secondary school with the knowledge, competencies and skills they will need to transition successfully into higher education, training or the workforce, and to become educated citizens. Implementing the updated curriculum, assessment and reporting processes requires smooth integration with graduation requirements, ensuring we maintain high standards.

Reflecting the changes to the curriculum, graduation assessments will concentrate on literacy and numeracy. The provincial assessments will continue to be rigorous and of high technical quality, based on essential learning standards and core competencies, and will effectively evaluate student achievement.

In the immediate future, no changes to the graduation credit requirements will be made, while schools adjust to the new curriculum and new provincial assessments.

There are four ways a student can qualify for graduation in B.C.

I. B.C. Certificate of Graduation (Dogwood Diploma)

The B.C. Certificate of Graduation, or Dogwood Diploma, is awarded to students who successfully complete the provincial graduation requirements.

Graduation Requirements (Dogwood Diploma)

Requirement	Grade 10	Grade 11	Grade 12
Required 52 Credits			
English Language Arts	4 credits required (two 2-credit course or one 4-credit course) <ul style="list-style-type: none"> <input type="checkbox"/> Composition 10 <input type="checkbox"/> Creative Writing 10 <input type="checkbox"/> Literary Studies 10 <input type="checkbox"/> New Media 10 <input type="checkbox"/> Spoken Language 10 <input type="checkbox"/> EFP Writing 10 <input type="checkbox"/> EFP Literary Studies 10 <input type="checkbox"/> EFP New Media 10 <input type="checkbox"/> EFP Spoken Language 10 	Choose one 4-credit course: <ul style="list-style-type: none"> <input type="checkbox"/> Composition 11 <input type="checkbox"/> Creative Writing 11 <input type="checkbox"/> Literary Studies 11 <input type="checkbox"/> New Media 11 <input type="checkbox"/> Spoken Language <input type="checkbox"/> EFP Literary Studies and Writing 11 <input type="checkbox"/> EFP Literary Studies and New Media 11 <input type="checkbox"/> EFP Literary Studies and Spoken Language 11 	Choose one 4-credit course: <ul style="list-style-type: none"> <input type="checkbox"/> English Studies 12 <input type="checkbox"/> English First Peoples 12
Mathematics	Choose one 4-credit course: <ul style="list-style-type: none"> <input type="checkbox"/> Foundations of Mathematics and Pre-calculus 10 <input type="checkbox"/> Workplace Mathematics 10 	Choose one 4-credit course: (<i>Grade 11 or Grade 12</i>) <ul style="list-style-type: none"> <input type="checkbox"/> Foundations of Mathematics 11 <input type="checkbox"/> Pre-calculus 11 <input type="checkbox"/> Workplace Mathematics 11 <input type="checkbox"/> History of Mathematics 11 <input type="checkbox"/> Computer Science 11 	<ul style="list-style-type: none"> <input type="checkbox"/> Foundations of Mathematics 12 <input type="checkbox"/> Apprenticeship Mathematics 12 <input type="checkbox"/> Pre-calculus 12 <input type="checkbox"/> Calculus 12 <input type="checkbox"/> Geometry 12 <input type="checkbox"/> Statistics 12 <input type="checkbox"/> Computer Science 12
Science	Required 4-credit course: <ul style="list-style-type: none"> <input type="checkbox"/> Science 10 	Choose one 4-credit course: (<i>Grade 11 or Grade 12</i>) <ul style="list-style-type: none"> <input type="checkbox"/> Physics 11 <input type="checkbox"/> Life Sciences 11 <input type="checkbox"/> Chemistry 11 <input type="checkbox"/> Earth Science 11 <input type="checkbox"/> Science for Citizens 11 <input type="checkbox"/> Environmental Science 11 	<ul style="list-style-type: none"> <input type="checkbox"/> Physics 12 <input type="checkbox"/> Anatomy and Physiology 12 <input type="checkbox"/> Chemistry 12 <input type="checkbox"/> Geology 12 <input type="checkbox"/> Environmental Science 12 <input type="checkbox"/> Specialized Science 12

Requirement	Grade 10	Grade 11	Grade 12
Social Studies	Required 4-credit course: <input type="checkbox"/> Social Studies 10	Choose one 4-credit course: (<i>Grade 11 or Grade 12</i>) <input type="checkbox"/> Explorations in Social Studies 11 <input type="checkbox"/> Francophone History 11	<input type="checkbox"/> BC First Peoples 12 <input type="checkbox"/> Contemporary Indigenous Studies 12 <input type="checkbox"/> Comparative Cultures 12 <input type="checkbox"/> Comparative World Religions 12 <input type="checkbox"/> Economic Theory 12 <input type="checkbox"/> Human Geography 12 <input type="checkbox"/> Physical Geography 12 <input type="checkbox"/> Urban Studies 12 <input type="checkbox"/> 20th Century World History 12 <input type="checkbox"/> Asian Studies 12 <input type="checkbox"/> Genocide Studies 12 <input type="checkbox"/> Political Studies 12 <input type="checkbox"/> Law Studies 12 <input type="checkbox"/> Philosophy 12 <input type="checkbox"/> Social Justice 12
Arts Education/ ADST	Choose 4 credits: (Grade 10, 11 or Grade 12) For course listings, see Arts Education and Applied Design, Skills, and Technologies (ADST) Tables on pages 26-33.		
Career Education	Two required Career Education courses, during Grades 10-12 (8 credits total) <input type="checkbox"/> Career Life Education <input type="checkbox"/> Career Life Connections Each course may be delivered as two 2-credit courses or one 4-credit course, depending on the school.		
Physical and Health Education (PHE)	Required 4-credit course: <input type="checkbox"/> Physical and Health Education 10		
Electives: minimum 28 Credits			
Depending on the school's offerings and student's choice, the number of electives in each grade level will vary. The 28 elective credits in Grade 10–12 can come from the following options:			
<ul style="list-style-type: none"> • Ministry-developed or ministry-approved courses • Board/Authority Authorized (BAA) courses • Independent Directed Studies (IDS) • External Credentials • Post-Secondary ("dual") credit 			
Grade 10: 2-5 electives <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Grade 11: 3-5 electives <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Grade 12: 6-8 electives* <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Total: 80 Credits required for Graduation			
*Of the 80 credits needed for graduation, at least 16 credits must be at the Grade 12 level, including a Grade 12 Language Arts course.			
Examinations/ Assessments	Requirement: <input type="checkbox"/> Graduation Literacy Assessment (any time in Grades 10, 11, 12; two rewrites possible) <input type="checkbox"/> Graduation Numeracy Assessment (any time in Grades 10, 11, 12; two rewrites possible)		

II. For French Immersion/Francophone Dual Dogwood

French Immersion students can earn both a British Columbia Certificate of Graduation (Dogwood Diploma) and a Diplôme de fin d'études secondaires en Colombie-Britannique.

In order to graduate with both diplomas, French Immersion students must meet the graduation requirements for the Dogwood Diploma, and of these 80 credits, French Immersion students must earn:

- At least 16 credits at the Grade 12 level (including Français langue seconde - immersion 12)
- Français langue seconde-immersion 10
- Français langue seconde-immersion 11 or IB French A2 (SL) 11
- Français langue seconde-immersion 12 and take the Provincial Exam, and
- At least 12 credits in Grade 10, 11 or 12 courses that are in French with at least four of these credits at the Grade 11 or 12 level. (Note: Graduation Transitions does not count toward the additional 12 credits of courses taught in French requirement.)

Francophone students can earn both a British Columbia Certificate of Graduation (Dogwood Diploma) and a Diplôme de fin d'études secondaires en Colombie-Britannique.

In order to graduate with both diplomas, Francophone students must meet the Graduation requirements for the Dogwood Diploma, and of these 80 credits, Francophone students must earn:

- At least 16 credits at the Grade 12 level (including a language Arts 12 course)
- English Language Arts 10
- English Language Arts 11
- English Language Arts 12
- Français Langue première 10
- Français Langue première 11
- Français Langue première 12, and its Provincial Exam

III. B.C. Adult Graduation Diploma (Adult Dogwood)

Students over the age of 18 have the choice of pursuing graduation through a Dogwood Diploma or an Adult Dogwood Diploma. Learners must be 18 or older to be an “adult learner” and take courses as credit towards their Adult Graduation Diploma. Courses can be taken at school district continuing education centres, or as part of the Adult Basic Education (ABE) program at a post-secondary institution.

To graduate with an Adult Dogwood, learners must have:

- a Language Arts 12 course (or higher);
- a Math 11 or 12 course; and
- at least three additional Grade 12 electives, or Social Studies 11 and two additional Grade 12 electives.

Courses and credits can be counted from the public secondary and post-secondary systems provided they have met the criteria for equivalency.

Adult learners may also get credit recognition for current or past work skills or competencies or for post-secondary training courses they have completed.

Adult learners are not required to complete the Graduation Numeracy or Literacy Assessments.

IV. International Student Graduation Credit

To earn a Dogwood Diploma, international students must meet all graduation requirements and demonstrate competence in one of Canada's two official languages.

There are a number of specific conditions that pertain to international students. They must earn credit for courses from a British Columbia-certified teacher as per the [International Student Graduation Credit Policy](#). No Equivalency review or Challenge process is permitted for these courses.

For details about other means of obtaining credit toward graduation, see Appendix 3.

Completion Certificate

B.C. School Completion Certificate (Evergreen)

There are no changes to the Evergreen Certificate.

The Evergreen Certificate does not represent graduation and therefore is not equivalent to a B.C. Certificate of Graduation (Dogwood Diploma).

It represents the completion of personal learning goals as identified in the student's Individual Education Plan (IEP).

The Evergreen Certificate is intended to celebrate success in learning and accomplishments of diverse learners. To be eligible for a school completion certificate, the student must have an IEP and be designated in one of the Ministry of Education's inclusive education categories.

Appendix 1

Implementation Schedule

	2017/18	2018/19	2019/20	2020/21
* The new Graduation Program starts on July 1, 2018. Students graduating after June 30, 2018 are on the new Graduation Program.				
Provincial 10-12 Curriculum	All 10-12 draft provincial curriculum will be finalized by June 2018	New Grade 10 provincial curriculum implemented (July 2018) Grade 11/12 provincial curriculum trial (July 2018)	Grade 11/12 provincial curriculum implemented (July 2019)	Full implementation continues (ongoing regular enhancements)
Changes to Provincial Course Structures		Discontinuation of Planning 10 (June 2018) Introduction of Career Life Education (July 2018)	Discontinuation of Graduation Transitions (June 2019) Introduction of Career Life Connections (includes Capstone) (July 2019) Career Life Connections will be graded upon completion (alignment with Student Progress Report Order) (July 2019)	
		Discontinuation of Daily Physical Activity (DPA) requirement for Grade 10 (July 2018) DPA included as part of new Physical and Health Education curriculum for Grades K-10	DPA is no longer a separate requirement within Graduation Transitions (as Graduation Transitions is discontinued) (June 2019)	
		All Social Studies 11 and 12 courses to meet requirements for graduation (July 2018)		
Changes to Additional Credit Options	No planned changes to policies associated with External Credentials, Dual Credit, Equivalency, Challenge, and Independent Directed Studies between 2017–2020	All BAA Grade 10 courses to be aligned with provincial Grade 10 curriculum (July 2018)	All BAA Grade 11/12 courses to be aligned with provincial 11/12 curriculum (July 2019)	<i>Incremental enhancements</i> to policies associated with External Credentials, Dual Credit, Equivalency, Challenge, Independent Directed Studies with the lens of further transformation of the Grad Program (June 2021)

	2017/18	2018/19	2019/20	2020/21
Provincial Assessments	Numeracy Assessment – controlled implementation (Jan 2018) Full Numeracy Administration – open to all students (June and August 2018) Numeracy Assessment is a requirement for graduation	Continuation of Numeracy Assessment – open to all students Grades 10-12 (assessment dates TBD)		Full implementation continues (ongoing enhancements as required)
		Language Arts (LA) 12 exam continues to be a requirement for graduation until June 2019 Rewrites of the LA 12 exam available until June 2020	Literacy Assessment – controlled implementation (Jan 2020) Literacy Assessment – open to all students (June and August 2020) Discontinuation of Language Arts 12 (and equivalent) exams (effective July 2019) Literacy Assessment is a requirement for graduation	Full implementation continues (ongoing enhancements as required)
Student Progress Reporting				<i>Possible</i> new 10-12 reporting policy implemented <i>*engagement and trial required to determine scope of change</i>
Scholarships and Transcripts	Proficiency level (numerical value on 4-point scale) will be recorded on student transcript as a record of results on Numeracy Assessment (June 2018)		Proficiency level (numerical value on 4-point scale) will be recorded on student transcript as a record of results on Literacy Assessment (June 2019) Possible changes to align Scholarship Program with new provincial assessments (June 2019) <i>*targeted discussions with sector required to determine scope of change</i>	<i>Possible</i> changes to transcripts to align with a new 10-12 Reporting Policy (June 2021) <i>*engagement required to determine scope of changes</i>

Appendix 2

Curriculum Overview

Note: The courses listed under each curricular subject area below represent the entire listing of available ministry courses. Individual schools determine which courses they will deliver during any given school year.

English Language Arts and English First Peoples

HIGHLIGHTS

English: Still require 12 credits (4 credits in each grade) for graduation. New choices are available for students (9 new courses for Grade 10; 8 new courses for Grade 11; 7 new courses for Grade 12). Communications 11 and 12 discontinued. English Studies 12 or English First Peoples 12 is required by all students for graduation. More flexibility offered in English Language Arts 10, which can be taken as two 2-credit courses.

English Language Arts (ELA) equips students with the language and literacy skills for success in school, community, career and life. It provides students with the opportunity to become effective communicators, to develop and express their own ideas and to think deeply and critically about the ideas of others.

Through their study of language and texts, students have opportunities to develop a lifelong love of reading, writing and learning, and gain insight into their own lives and the lives of others.

The English Language Arts curriculum is designed to empower students to become thoughtful, ethical and responsible citizens of our diverse society. Students come to understand the influences shaping Canadian society and the unique contribution of Canada's First Peoples. Students develop communication skills, including the ability to interact with information from a variety of sources and in multiple modes and to critically evaluate digital media, a crucial skill for today's adults.

English 10-12 and English First Peoples (EFP) 10-12 build on English Language Arts K-9. Choices offered in Grades 10 and 11 let students pursue their interests, aspirations and passions.

English First Peoples 10-12 is the academic equivalent to ELA 10-12 and provides a more in-depth and focused opportunity for all learners to encounter and study authentic First Peoples texts.

The English Language Arts curriculum contributes to students' development as educated citizens. In English First Peoples 10-12, opportunities are provided for all students to enter the worlds of First Peoples provincially, nationally and globally.

A total of 12 credits of ELA and/or EFP are required for graduation.

Students must take either English Studies 12 or English First Peoples 12 for graduation, and may take any of the new ELA/EFP 12 courses for elective credit.

Additional flexibility has been provided for students in Grade 10 with the addition of 9 new 2-credit ELA/EFP, and in Grade 11 with the addition of 8 new 4-credit ELA/EFP, allowing these students more opportunity and exposure to redesigned ELA/EFP components.

Current ELA/EFP Curriculum	New English Language Arts/ English First Peoples Curriculum	New Credit Weighting
<ul style="list-style-type: none"> • English 10 • English First Peoples 10 	<ul style="list-style-type: none"> • Composition 10 • Creative Writing 10 • Literary Studies 10 • New Media 10 • Spoken Language 10 • EFP Writing 10 • EFP Literary Studies 10 • EFP New Media 10 • EFP Spoken Language 10 	<p>2 credits each; 4 credits required for Grade 10</p>
<ul style="list-style-type: none"> • English 11 • Communications 11 • English First Peoples 11 	<ul style="list-style-type: none"> • Composition 11 • Creative Writing 11 • Literary Studies 11 • New Media 11 • Spoken Language 11 • EFP Literary Studies and Writing 11 • EFP Literary Studies and New Media 11 • EFP Literary Studies and Spoken Language 11 	<p>4 credits each; 4 credits required for Grade 11</p>
<ul style="list-style-type: none"> • Communications 12 • English 12 • English First Peoples 12 • Writing 12 • English Literature 12 	<ul style="list-style-type: none"> • English Studies 12 • English First Peoples 12 <i>Electives:</i> • Composition 12 • Creative Writing 12 • Literary Studies 12 • New Media 12 • Spoken Language 12 	<p>4 credits each; 4 credits of either English Studies 12 or EFP 12 required for Grade 12</p>

Français langue première

HIGHLIGHTS

Français langue première (FRALP): Still require 12 credits of Français langue première for graduation. More course choices are being finalized and will be aligned and similar to choice options in English Language Arts (ELA) and English First Peoples (EFP) courses at Grades 10 and 11. Similar flexibility will be offered in Français langue première (FRALP)10 courses, which will be available as two 2-credit courses.

The objective of the Français langue première curriculum is to help students become educated and informed citizens who exercise a positive and practical influence on society. It provides students with the opportunity to become effective communicators, to develop and express their own ideas, to think deeply and critically about the ideas of others, to widen their horizons by analyzing and studying francophone and First Peoples texts, and to affirm their cultural identity as francophones in a minority context.

The emphasis of the new Français langue première curriculum is on literacy, critical thinking and cultural identity. The discovery and exploration of French literature allows students to gain a more profound sense of their culture while developing solid communication competencies. By developing their curiosity and creativity, students will be able to gain a larger understanding of diversity and consequently a wider perspective on the world.

Current Français langue première Curriculum	New Français langue première Curriculum
1. Français langue première 10	1. Options being finalized and aligned with choice options similar to English Language Arts
2. Français langue première 11	2. Options being finalized and aligned with choice options similar to English Language Arts
3. Français langue première 12	3. Français langue première 12

Français langue seconde - immersion

HIGHLIGHTS

Français langue seconde - immersion: More course options are being reviewed.

The objective of the Français langue seconde - immersion curriculum is to help students become educated and informed citizens who are capable of questioning the world around them and who exercise a positive and practical influence on society. By placing students in learning environments in French, they acquire the competencies, knowledge and strategies necessary to communicate and interact in French effectively and with confidence.

The Français langue seconde - immersion program provides students with the opportunity to become effective communicators, to develop and express their own ideas, to think deeply and critically about

the ideas of others, and to widen their horizons by analyzing and studying francophone and First Peoples texts. The cultural dimension plays an important role in the program as it offers students the opportunity to explore and better understand the realities of their culture(s), those of the francophone world, and the cultures and traditional values of the First Peoples. By identifying themselves as students in a bilingual learning environment, they become conscious of the ways the acquisition of a new language contributes to the development of their Canadian identity as well as their own personal and social development.

Current Français langue seconde - immersion Curriculum	New Français langue seconde - immersion Curriculum
1. Français langue seconde - immersion 10	1. Français langue seconde - immersion 10
2. Français langue seconde - immersion 11	2. Options for Grade 11 being reviewed
3. Français langue seconde - immersion 12	3. Options for Grade 12 being reviewed

Mathematics

HIGHLIGHTS

Still require 8 credits for graduation between Grades 10-12 (4 credits in Grade 10 and 4 credits in either Grade 11 or 12). New or redesigned Mathematics courses in Grades 10-12 such as Geometry 12, History of Math 11 and Computer Science 12.

The Mathematics curriculum aims to develop skills and processes students can use to critically analyze information encountered at work, in finances and in daily life, while also providing the fundamentals that mathematical specialties and professional applications are built upon.

The curriculum is designed to develop deep mathematical understanding and fluency, logical reasoning, analytical thought and creative thinking. Students actively investigate problems, find solutions and develop a willingness to take risks, experiment and make logical guesses.

Mathematical thinking helps students make sound inferences and decisions that empower them to understand the patterns and relationships within the world.

Mathematics courses are not intended to be streamed. Mathematics curriculum is designed so that there are no prerequisites, allowing students to move between courses as desired.

Student must select one 4-credit Grade 10 Math course and one 4-credit Grade 11 or Grade 12 Math course to graduate.

Current Math Curriculum	New Math Curriculum	New Credit Weighting
<ul style="list-style-type: none"> • Foundations of Math and Pre-calculus 10 • Apprenticeship and Workplace Math 10 	<ul style="list-style-type: none"> • Foundations of Mathematics and Pre-calculus 10 • Workplace Mathematics 10 	4 credits each
<ul style="list-style-type: none"> • Foundations of Mathematics 11 • Pre-calculus 11 • Apprenticeship and Workplace Math 11 	<ul style="list-style-type: none"> • Foundations of Mathematics 11 • Pre-calculus 11 • Workplace Mathematics 11 • History of Mathematics 11 • Computer Science 11 	4 credits each
<ul style="list-style-type: none"> • Foundations of Mathematics 12 • Apprenticeship and Workplace Math 12 • Pre-calculus 12 • Calculus 12 	<ul style="list-style-type: none"> • Foundations of Mathematics 12 • Apprenticeship 12 • Pre-calculus 12 • Calculus 12 • Geometry 12 • Statistics 12 • Computer Science 12 	4 credits each

Science

HIGHLIGHTS

Still require 8 credits for graduation between Grades 10-12 (4 credits in Grade 10 and 4 credits in either Grade 11 or 12). New and redesigned sciences courses in Grades 11 and 12, such as Specialized Science 12, Science for Citizens 11 and Environmental Science 11 and 12.

Studying science studies give students opportunities to better understand our natural world. It encourages them to ask questions and seek answers.

Students develop place-based knowledge about the area in which they live, learning about and building on First Peoples' knowledge and other traditional knowledge. This helps them develop a relationship with and respect for the natural world.

The Science 10-12 curriculum expands on content from biology, chemistry, physics, and earth and space sciences in earlier levels to include anatomy and physiology, environmental science and geology. Using critical thinking, creative insight

and current scientific knowledge, students collaborate, investigate, problem solve, communicate, innovate, discover and increase their understanding of science through hands-on experience.

The intent of the curriculum is to develop scientifically literate citizens who have a critical awareness of the role of science in society and an understanding of the social, health, ethical and environmental dimensions of issues.

Student must take the 4-credit Grade 10 Science course and one 4-credit Grade 11 or Grade 12 Science course to graduate.

Current Science Curriculum	New Science Curriculum	New Credit Weighting
<ul style="list-style-type: none"> • Science 10 	<ul style="list-style-type: none"> • Science 10 	4 credits each
<ul style="list-style-type: none"> • Applications of Physics 11 • Physics 11 • Biology 11 • Chemistry 11 • Earth Science 11 • Science and Technology 11 • Sustainable Resources 11 	<ul style="list-style-type: none"> • Physics 11 • Life Sciences 11 • Chemistry 11 • Earth Science 11 • Science for Citizens 11 • Environmental Science 11 	4 credits each
<ul style="list-style-type: none"> • Applications of Physics 12 • Physics 12 • Biology 12 • Chemistry 12 • Geology 12 • Sustainable Resources 12 	<ul style="list-style-type: none"> • Physics 12 • Anatomy and Physiology 12 • Chemistry 12 • Geology 12 • Environmental Science 12 • Specialized Science 12 	4 credits each

Social Studies

HIGHLIGHTS

Still require 8 credits for graduation between Grades 10-12 (4 credits in Grade 10 and 4 credits in either Grade 11 or 12). New and redesigned Grades 11 & 12 courses such as Explorations in Social Studies 11, Genocide Studies 12, Asian Studies 12 and Contemporary Indigenous Studies 12; new courses allow more flexibility when selecting Social Studies courses for credit at the Grades 11 & 12 level (any one course at the Grades 11 or 12 level).

Social Studies gives students the knowledge, skills and competencies to be active, informed citizens and to understand key historical, geographical, political, economic and societal concepts.

Social Studies provides opportunities to build greater understanding and knowledge and promotes disciplinary thinking skills that students can apply in today's world. Easy access to information makes it more important than ever to teach students the skills needed to gather, assess, analyze and synthesize information and ideas from multiple sources.

Students have opportunities to conduct quantitative and qualitative research, learn how to collect and interpret data, and communicate their findings through a variety of methods.

The knowledge, skills and competencies they develop will prepare them to participate in society as responsible citizens. Significantly more new Social Studies courses have been designed at the Grade 11 and Grade 12 level, giving students more opportunity and exposure to redesigned Social Studies components.

Students must take the 4-credit Grade 10 Social Studies course and one 4-credit Grade 11 or Grade 12 Social Studies course to graduate.

Current Socials Curriculum	New Socials Curriculum	New Credit Weighting
<ul style="list-style-type: none"> Social Studies 10 	<ul style="list-style-type: none"> Social Studies 10 	4 credits each
<ul style="list-style-type: none"> Social Studies 11 Civic Studies 11 	<ul style="list-style-type: none"> Explorations in Social Studies 11 Francophone History 11 	4 credits each
<ul style="list-style-type: none"> BC First Nations Studies 12 Comparative Civilizations 12 Geography 12 History 12 Law 12 Social Justice 12 	<ul style="list-style-type: none"> BC First Peoples 12 Contemporary Indigenous Studies 12 Comparative Cultures 12 Comparative World Religions 12 Economic Theory 12 Human Geography 12 Physical Geography 12 Urban Studies 12 20th Century World History 12 Asian Studies 12 Genocide Studies 12 Political Studies 12 Law Studies 12 Philosophy 12 Social Justice 12 	4 credits each

Second Languages

HIGHLIGHTS

- Second language courses have been aligned with the new curriculum.
- New curriculum templates are being developed for international languages.
- New curriculum templates are being developed for Indigenous languages.

Students have the opportunity to study a broad range of second languages in Grades 5-12. Second Language (SL) courses are designed to allow flexible student entry in Grade 5, Grade 9 (Spanish) and Grade 11.

Three additional Second Language courses have been developed and used as regionally specific offerings: Arabic, Croatian and Russian (all offered in Grades 5-12).

Curriculum for each language uses an integrated approach to help students acquire a language. The

components of language learning are:

- reading, writing, listening, speaking and interacting;
- grammar; and
- developing an understanding of the culture.

The curriculum allows for flexible instruction by providing multiple ways for teachers to create lessons and learning experiences.

Second Language courses are elective options in Grades 9-12 (not required for graduation), and are 4 credits each.

Current Second Language Curriculum	New Second Language Curriculum	New Credit Weighting
<ul style="list-style-type: none"> • American Sign Language 5 to 12 (1998) • Core French 5 to 12 (2001) • German 5 to 12 (1997) • Italian 5 to 12 (2005) • Japanese 5 to 12 (1997) • Korean 5 to 12 (2006) • Mandarin Chinese 5 to 12 (1998) • Punjabi 5 to 12 (1995) • Spanish 5 to 12 (2005) 	<ul style="list-style-type: none"> • American Sign Language 5-12 • Core French 5-12 • German 5-12 • Italian 5-12 • Japanese 5-12 • Korean 5-12 • Mandarin 5-12 • Punjabi 5-12 • Spanish 5-12 <p>A redesigned international languages curriculum template (aligned with the principles of the new curriculum) will be available for all new international languages curriculum development.</p>	4 credits each

Indigenous Languages of British Columbia	Indigenous Languages of British Columbia	New Credit Weighting
<ul style="list-style-type: none"> • Gitxsanimx ~ Gitxsanimax 5 to 12 (2014) • Halq'eméylem 5 to 12 (2007) • Heiltsuk 5 to 12 (2002) • Hul'q'umi'num' 5 to 12 (2007) • Kwak'wala 5 to 12 (2010) • Liqwala/Kwakwala 5 to 12 (2008) • nsíylxcən 5 to 12 (1999) • Nte?kepmxcin 5 to 12 (2008) • Nuučaañuł 5 to 12 (2009) • Secwepemctsin 5 to 12 (1999) • SENĆOŦEN 5 to 12 (2012) • Shashishalem 5 to 12 (2001) • Sim'algaxhl Nisga'a 5 to 12 (2001) • Sm'algyax 5 to 12 (2000) • Tsek'ene 5 to 12 (2006) • Upper St'at'imcets 5 to 12 (1998) • Xaayda Kil / Xaad Kil Grades 5 to 12 (2017) 	<p>All existing Indigenous languages will be grandfathered as part of the new curriculum</p> <p>Separate policy on the use and development of Indigenous languages to be developed (July 2018)</p> <p>A new second language template (aligned with the principles of the new curriculum) will be available for all new Indigenous languages curriculum development</p>	<p>4 credits each</p>

Arts Education

HIGHLIGHTS

Require 4 credits for graduation in either Arts Education or Applied Design, Skills, and Technologies (ADST) or a combination of both; available as 2- or 4-credit courses in Grades 10, 11 and 12, depending on the school. More new/redesigned courses in Dance, Drama, Music and Visual Arts (all Grades 10-12).

The arts connect students with history, heritage, culture and community, and help them develop a broader understanding of the diverse values and perspectives of global, Indigenous and Canadian societies. Arts education also stimulates students' imaginations, innovation and creativity, and promotes competencies useful to students' education and careers.

Through the arts, students learn to co-operate, overcome challenges, find innovative approaches, appreciate differences and negotiate with others. The curriculum is designed to let students explore the world through an artistic lens and express their ideas, opinions, beliefs and emotions.

Students are guided in developing artistic abilities in four core disciplines – dance, drama, music and visual arts – as well as interdisciplinary forms. The curriculum is founded on the artistic habits

of mind: explore and create, reason and reflect, communicate and document, and connect and expand. All are lifelong and transferable knowledge and skills.

Each of the four core art disciplines offers students opportunities to deepen their understanding, while also challenging them in dynamic ways of creating, thinking and problem solving.

Students must take 4 credits of Arts Education 10, 11 or 12 and/or Applied Design, Skills, and Technologies 10, 11 or 12 to graduate.

Grade 10, 11 and 12 Arts Education and ADST courses may be delivered as 2 or 4 credits, depending on the length of the course and offerings at each school. Students can also meet the Arts Education/ADST requirement with BAA courses.

Current Fine Arts Curriculum	New Arts Education Curriculum	New Credit Weighting
<ul style="list-style-type: none"> • Dance 10 • Dance 10: Choreography • Dance 10: Performance • Drama 10: General • Drama 10: Theatre Production • Choral Music 10 • Music 10: Concert Band • Music 10: Orchestral Strings • Music 10: Jazz Band • Music 10: Guitar • Visual Arts 10: General • Visual Arts 10: Drawing and Painting • Visual Arts 10: Media Arts • Visual Arts 10: Ceramics and Sculpture 	<ul style="list-style-type: none"> • Dance Foundations 10 • Dance Choreography 10 • Dance Technique and Performance 10 • Dance Company 10 • Drama 10 • Theatre Production 10 • Theatre Company 10 • Musical Theatre 10 • Choral Music 10 (Concert Choir, Chamber Choir and Vocal Jazz) • Contemporary Music 10 • Instrumental Music 10 (Concert Band, Orchestra, Jazz Band and Guitar) • Art Studio 10 • Studio Arts 2D 10 • Media Arts 10 • Studio Arts 3D 10 • Photography 10 	<p style="text-align: center;">Grade 10 courses may be delivered as 2 or 4 credits each, depending on the school</p>

Current Fine Arts Curriculum	New Arts Education Curriculum	New Credit Weighting
<ul style="list-style-type: none"> • Dance 11: Choreography • Dance 11: Performance • Drama 11: Theatre Performance – Acting • Drama 11: Theatre Production • Drama 11: Theatre Production – Directing and Script Development 11 • Film and Television 11 • Choral Music 11: Concert Choir • Choral Music 11: Vocal Jazz • Music 11: Concert Band • Music 11: Orchestral Strings • Music 11: Jazz Band • Music 11: Concert Band • Music 11: Orchestral Strings • Music 11: Jazz Band • Music 11: Guitar • Music: Composition and Technology 11 • Art Foundations 11 • Studio Arts 11: Drawing and Painting • Studio Arts 11: Printmaking and Graphic Design • Visual Arts 11: Media Arts • Studio Arts 11: Ceramics and Sculpture 	<ul style="list-style-type: none"> • Dance Choreography 11 • Dance Technique and Performance 11 • Dance Company 11 • Dance Foundations 11 • Dance Conditioning 11 • Drama 11 • Theatre Production 11 • Theatre Company 11 • Directing and Script Development 11 • Film and Television 11 • Musical Theatre 11 • Choral Music 11 (Concert Choir, Chamber Choir and Vocal Jazz) • Contemporary Music 11 • Composition and Production 11 • Instrumental Music 11 (Concert Band, Orchestra, Jazz Band, Guitar) • Art Studio 11 • Studio Arts 2D 11 • Graphic Arts 11 • Media Arts 11 • Studio Arts 3D 11 • Photography 11 	<p style="text-align: center;">Grade 10 courses may be delivered as 2 or 4 credits each, depending on the school</p>

Current Fine Arts Curriculum	New Arts Education Curriculum	New Credit Weighting
<ul style="list-style-type: none"> • Dance 12: Choreography • Dance 12: Performance • Drama 12: Theatre Performance – Acting • Drama 12: Theatre Production – Technical Theatre • Drama 12: Theatre Production – Theatre Management • Drama 12: Theatre Production – Directing and Script Development • Film and Television 12 • Choral Music 12: Concert Choir • Choral Music 12: Vocal Jazz • Music: Composition and Technology 12 • Music 12: Concert Band • Music 12: Orchestral Strings • Music 12: Jazz Band • Music 12: Guitar • Art Foundations 12 • Studio Arts 12: Drawing and Painting • Studio Arts 12: Printmaking and Graphic Design • Visual Arts 12: Media Arts • Studio Arts 12: Ceramics and Sculpture 	<ul style="list-style-type: none"> • Dance Choreography 12 • Dance Technique and Performance 12 • Dance Company 12 • Dance Conditioning 12 • Dance Foundations 12 • Drama 12 • Theatre Company 12 • Theatre Production 12 • Directing and Script Development 12 • Film and Televisions 12 • Musical Theatre 12 • Choral Music 12 (Concert Choir, Chamber Choir and Vocal Jazz) • Composition and Production 12 • Instrumental Music 12 (Concert Band, Orchestra, Jazz Band, Guitar) • Contemporary Music 12 • Art Studio 12 • Studio Arts 2D 12 • Graphic Arts 12 • Media Arts 12 • Studio Arts 3D 12 • Photography 12 	<p style="text-align: center;">Grade 12 courses may be delivered as 2 or 4 credits each, depending on the school</p>

Applied Design, Skills, and Technologies

HIGHLIGHTS

Require 4 credits for graduation in either Applied Design, Skills, and Technologies or Arts Education. New Media Design 10, 11 and 12. Redesigned Business Education, Home Economics, Culinary Arts, Technology Education, and Information and Communications Technology courses. Large increase in provincial course offerings in Grades 10-12.

The Applied Design, Skills, and Technologies (ADST) curriculum builds on students' natural curiosity, inventiveness and desire to create and work in practical ways. It provides learning opportunities through which students can discover their interests and develop their competence through the application of design thinking principles.

ADST includes skills and concepts from Business Education, Home Economics, Information and Communications Technology, and Technology Education, as well as opportunities for cross-curricular work and new and emerging areas, such as Media Design.

Business Education

Business Education builds an understanding of business skills and concepts in the context of current technology, ethical standards and a global economy.

Learning in Applied Design, Skills, and Technologies provides firm foundations for lifelong learning and, for some, specialized study and a diverse range of careers.

Students must take 4 credits of Applied Design, Skills, and Technologies 10, 11, or 12 and/or Arts Education 10, 11, or 12 to graduate.

Grade 10, 11 and 12 Arts Education and ADST courses may be delivered as 2 or 4 credits, depending on the length of the course and offerings at each school. Students can also meet the Arts Education/ADST requirement with BAA courses.

Current Business Curriculum	New Business Curriculum	New Credit Weighting
<ul style="list-style-type: none"> • Business Communications 10 • Finance 10 • Economics 10 • Entrepreneurship 10 • Marketing 10 	<ul style="list-style-type: none"> • Entrepreneurship and Marketing 10 	Grade 10 courses may be delivered as 2 or 4 credits each, depending on the school
<ul style="list-style-type: none"> • Marketing 11 • Accounting 11 • Business Computer Applications 11 	<ul style="list-style-type: none"> • Entrepreneurship 11 • Marketing and Promotion 11 • Accounting 11 	Grade 11 and 12 courses may be delivered as 2 or 4 credits each, depending on the school
<ul style="list-style-type: none"> • Entrepreneurship 12 • Marketing 12 • Accounting 12 • Financial Accounting 12 • Business Information Management 12 • Data Management 12 • Economics 12 • Management Innovation 12 	<ul style="list-style-type: none"> • E-Commerce 12 • Accounting 12 • Financial Accounting 12 • Economics 12 	
<ul style="list-style-type: none"> • Tourism 11 • Tourism 12 	<ul style="list-style-type: none"> • Tourism 11 • Tourism 12 	

Home Economics

Home Economics focuses on fundamental needs and practical concerns of individuals and families in a changing and challenging world. It integrates knowledge, processes and skills from the areas of foods, textiles and family studies.

- Cafeteria 11 and 12 has been renamed Culinary Arts 11 and 12, and a new Culinary Arts 10 course has been developed to allow earlier specialization.
- Human Services 11 and 12 have been combined with content from Family Studies 11 and 12 to create new courses called Child Development and Caregiving 12 and Housing and Living Environments 12.

Current Home Economics Curriculum	New Home Economics Curriculum	New Credit Weighting
<ul style="list-style-type: none"> • Family Studies 10 • Foods and Nutrition 10 • Textiles 10 	<ul style="list-style-type: none"> • Family and Society 10 • Food Studies 10 • Textiles 10 	Grade 10 courses may be delivered as 2 or 4 credits each, depending on the school
<ul style="list-style-type: none"> • Family Studies 11 • Human Services 11 • Foods and Nutrition 11 • Textiles 11 	<ul style="list-style-type: none"> • Interpersonal and Family Relationships 11 • Food Studies 11 • Textiles 11 	Grade 11 and 12 courses may be delivered as 2 or 4 credits each, depending on the school
<ul style="list-style-type: none"> • Family Studies 12 • Human Services 12 • Foods and Nutrition 12 • Textiles 12 	<ul style="list-style-type: none"> • Housing and Living Environments 12 • Child Development and Caregiving 12 • Food Studies 12 • Fashion Industry 12 • Textiles 12 	Grade 11 and 12 courses may be delivered as 2 or 4 credits each, depending on the school
<ul style="list-style-type: none"> • Cafeteria Training 11 • Cafeteria Training 12 	<ul style="list-style-type: none"> • Culinary Arts 10 • Culinary Arts 11 • Culinary Arts 12 	

Information and Communications Technology

Information and Communications Technology encompasses processes, systems and tools for creating, storing, retrieving and modifying information. It helps students gain perspective on life in a digital, connected world.

- Information and Communications Technology (ICT) courses have been updated and two new courses, Computer Science 11 and 12, have been developed as Mathematics courses.
- Media Design 10-12, with a focus on the application of digital technologies, has been created under the Applied Design, Skills, and Technologies learning area.

Current Information Technology Curriculum	New Information and Communications Technology Curriculum	New Credit Weighting
<ul style="list-style-type: none"> • Information Technology 10 	<ul style="list-style-type: none"> • Web Development 10 • Computer Studies 10 	Grade 10 courses may be delivered as 2 or 4 credits each, depending on the school
<ul style="list-style-type: none"> • Applied Digital Communications 11 • Digital Media Development 11 • Computer Information Systems 11 • Computer Programming 11 	<ul style="list-style-type: none"> • Digital Communications 11 • Computer Information Systems 11 • Computer Programming 11 • Graphic Production 11 	Grade 11 and 12 courses may be delivered as 2 or 4 credits each, depending on the school
<ul style="list-style-type: none"> • Applied Digital Communications 12 • Digital Media Development 12 • Computer Information Systems 12 • Computer Programming 12 	<ul style="list-style-type: none"> • Digital Media Development 12 • Computer Information Systems 12 • Computer Programming 12 • Computer Programming 12 • Graphic Production 12 	Grade 11 and 12 courses may be delivered as 2 or 4 credits each, depending on the school
<ul style="list-style-type: none"> • No ADST Media Design courses in current curriculum 	<ul style="list-style-type: none"> • Media Design 10 • Media Design 11 • Media Design 12 	

Technology Education

Technology Education involves students in the design and fabrication of objects using a variety of materials, methods, technologies, and tools in order to develop their ability to shape and change the physical world.

- Technology Education courses have been reorganized. Some courses have been combined, and some courses have been eliminated. New courses, such as Industrial Coding and Design 12, Mechatronics 12, and ROVs and Drones 12, have been added to reflect developments in the discipline.

Current Technology Education Curriculum	New Technology Education Curriculum	New Credit Weighting
<ul style="list-style-type: none"> • Drafting and Design 10 • Electronics 10 • Mechanics 10 • Metalwork 10 • Woodwork 10 	<ul style="list-style-type: none"> • Drafting 10 • Electronics and Robotics 10 • Power Technology 10 • Metalwork 10 • Woodwork 10 • Technology Explorations 10 	Grade 10 courses may be delivered as 2 or 4 credits each, depending on the school
<ul style="list-style-type: none"> • Industrial Design 11 • Automotive Technology 11 • Carpentry and Joinery 11 • Drafting 11 • Electronics 11 • Metal Fabrication and Machining 11 	<ul style="list-style-type: none"> • Automotive Technology 11 • Woodwork 11 • Drafting 11 • Electronics 11 • Robotics 11 • Metalwork 11 • Engineering 11 	Grade 11 and 12 courses may be delivered as 2 or 4 credits each, depending on the school
<ul style="list-style-type: none"> • Industrial Design 12 • Automotive Technology 12 • Carpentry and Joinery 12 • Drafting 12 • Electronics 12 • Metal Fabrication and Machining 12 	<ul style="list-style-type: none"> • Industrial Coding and Design 12 • Automotive Technology 12 • Engine and Drivetrain 12 • Woodwork 12 • Furniture and Cabinetry 12 • Drafting 12 • Electronics 12 • Robotics 12 • Mechatronics 12 • Metalwork 12 • Art Metal and Jewellery 12 • Machining and Welding 12 • Engineering 12 • ROVs and Drones 12 	Grade 11 and 12 courses may be delivered as 2 or 4 credits each, depending on the school

Career Life Education

HIGHLIGHTS

- 8 credits of Career Education are being introduced – Career Life Education (CLE) and Career Life Connections (CLC).
- CLE and CLC do not have a designated grade level, allowing flexible delivery.
- Courses can be taken as a single 4-credit course, or as two 2-credit courses.
- A final grade will be provided for CLC (compared to a Requirements Met used in Graduation Transitions).
- 30 hours of work experience will be rebranded as “career explorations” allowing for a broadened view of experiential learning in CLC.
- A Capstone Project will also be an expectation for CLC.

Today’s graduates need to be able to adapt to ongoing change in their lives and careers. Students need opportunities to explore and research a multitude of education and career pathways, and they need to develop the knowledge and the personal and social competencies to manage their career and life transitions. Career Life Education (CLE) and Career Life Connections (CLC) equip students with the knowledge and competencies necessary for success in school, in the workplace and in their daily lives.

This redesigned career curriculum will take the place of the current Planning 10 course and Graduation Transitions requirement. It will broaden the student learning focus to include:

- evaluating and planning for successful career-life roles and pathways;
- community networking;
- pursuing a healthy balance between work and personal life;
- building the skills of lifelong learning; and
- mentorship opportunities that enable ongoing career-life development conversations with CLE and CLC educators.

Career Life Education offers students opportunities to identify and develop personal interests, passions and competencies. Students will also explore learning opportunities, post-graduation options, and career and life path possibilities. Career Life

Education encourages community-based learning by facilitating community networking, preparing for real-life contexts and exploring experiences outside the school environment.

Career Life Connections continues the career learning journey by applying the skills and competencies that students develop through their education. Students will build and put into action personal and professional skills and strategies that help them in self-promotion and networking as they map out their preferred career-life pathways and take the next steps in their post-secondary journey. CLC culminates in a Capstone Project, where students will showcase current accomplishments and plans for the future.

Career Life Education and Career Life Connections comprise a total of 8 credits that may be distributed across the graduation years, to allow for flexibility of delivery to suit student interests and needs. Students will typically complete their Capstone Project in their final year.

Career Life Education and Career Life Connections do not have designated grade levels. They may be taken at any time in the graduation years and delivered in flexible ways. The new curriculum has been designed to be as flexible as possible to accommodate differences in school structures and grade groupings. Career education may also be clustered with other courses for larger-impact career exploration.

Reporting progress in Career Life Education courses will be consistent with the reporting policy for other courses. For students on the Adult Dogwood program, there will be an equivalent course (and code) available to enable students to use this as an elective course on the Adult Dogwood.

Capstone Project

Career Life Connections includes a Capstone Project where students have the opportunity to design, assemble and present to an audience. The Capstone Project includes reflection on personal learning and achievement (in and out of school), growth in the core competencies and proposes a post-graduation plan.

The Capstone Project is incorporated into the learning standards of the Career Life Connections curriculum. To assist teachers and students in addressing the Capstone Project, the ministry will also develop supporting guidelines. Performance on the Capstone Project will be incorporated into the overall grade for Career Life Connections.

Career-life readiness and explorations are also a graduation requirement

Experiential learning is also a component of Career Life Connections. Participating in **career-related explorations**, such as work experience, service learning, field work projects and entrepreneurship, recognizes that an important part of preparing students for life after secondary school is about providing opportunities to pursue passions and to engage with the broader community.

Current Career Education Curriculum	New Career Education Curriculum	New Credit Weighting
<ul style="list-style-type: none"> • Planning 10 • Graduation Transitions 	<ul style="list-style-type: none"> • Career Life Education • Career Life Connections 	CLE & CLC may each be delivered as a 4-credit course, or two 2-credit courses, depending on the school.

Note: Students in the new Graduation Program will be able to meet this graduation requirement with any of the following combinations:*

- Planning 10/Grad Transitions
- Planning 10/Career Life Connections + Capstone
- Career Life Education/Graduation Transitions
- Career Life Education/Career Life Connections + Capstone

* Note: A Grade 12-level course equivalent (with corresponding course code) will be made available for students on the Adult Dogwood program.

Work Experience and Apprenticeship Training

HIGHLIGHTS

Allows students to earn graduation credit for work-based hours in a real-world setting, including where students' paid and unpaid work employment aligns with their career/educational path. Program guides being updated to align with new curriculum, including redesigned learning standards and greater flexibility.

The B.C. Career Education curriculum provides students from Kindergarten to Grade 12 the opportunity to learn about a variety of career options through a range of funded courses and programs. The career curriculum takes into account personal development, abilities, interests and self-awareness. Students are involved in investigating, exploring and experiencing the world of work and the various pathways within in it. Ministry courses such as Youth Explore Trade Skills (STX), Youth Work in Trades (WRK) and Work Experience (WEX) help to inform students' decision-making and transition planning while providing real-world hands-on experiences. While STX and WRK are trades-focused, WEX enables students to learn employment skills in a range of employment sectors and is not limited to traditional trades.

The Ministry of Education is a partner with the Industry Training Authority (ITA), which introduces students to careers in trades and apprenticeship pathways. ITA's youth programming lets students get started in a trade while still in secondary school. Students can work in their field, learn from experts and earn a paycheque before graduation. Through the ministry's dual credit policy, students can earn credits that count toward secondary school graduation and Level 1 of technical trades training, as well as the work-based training hours required for trades certification.

Both school-sponsored career exploration and community-based work experience are intended to help students prepare for the transition from secondary school to the world of work or further education and training. Through work experience,

students have the opportunity to observe and practise employability skills required in the workplace, as well as acquire technical and applied skills relating to specific occupations or industries. Work Experience courses are not required for graduation but are taken as elective credits.

Ministry-Authorized Courses

Work Experience 12A/12B

Students aged 14 and older can participate in elective work experience programming and earn Grade 12 credits in Work Experience (WEX) 12A and 12B. These are ministry-authorized courses and the work-based hours can be applied to other courses for credit. These might include Youth Work in Trades (WRK), Youth Train in Trades (TRN), other industry training/work programs approved by the Industry Training Authority (ITA), or individual situations in which students' paid employment coincides with their career/educational pathway.

WEX 12A and 12B primarily take place outside the school setting, and a minimum of 90 hours of course time must consist of actual work placements. All students participating in WEX 12A and 12B must have an in-school orientation to prepare them for the workplace. The orientation includes instruction on worksite safety awareness, the transferability of workplace skills, workers' rights and responsibilities, and employers' expectations. The ministry's [Work Experience Program Guide](#) lays out administrative and placement requirements for reporting WEX students for funding and credit recognition.

Youth Explore Trade Skills (STX) (formerly Skills Exploration 10-12)

Youth Explore Trade Skills 10-12* (STX) provides students the opportunity to explore a variety of trades within a secondary school setting. The course has been designed in modules and includes resources available for teachers. The course includes a required core module, and trade-specific modules in carpentry, plumbing, design and drafting, and electronics and robotics. New modules are in development.

There are 2-credit and 4-credit options for Youth Explore Trades Skills 10-12. Both must include the core module but the number of credits awarded depend on course duration. Students can earn up to 8 credits in Youth Explore Trades Skills provided they are completing different modules. STX is a ministry-authorized course and the ITA provides school districts \$100 for each STX enrollment.

(*Note: The Youth Explore Trades Skills website is being updated to reflect ITA's program rebranding.)

Youth Work in Trades (WRK)

The Youth Work in Trades (WRK) program gives students the opportunity to earn up to 16 secondary school credits and be credited for work-based training hours towards future ITA apprenticeship training requirements. WRK students are registered as Youth Apprentices with the ITA. The program consists of work-based training (up to 480 hours) with some accompanying assignments and employer evaluations. The program is open to students aged 14-19, and the work must be paid and in a recognized trade.

Workforce Training Certificates 12 (WTC 12) – (pilot)

There are many certificates that are industry-recognized and some are required before an employer will hire a student. Workforce Training Certificates 12 is a pilot program that allows short,

industry-recognized courses (e.g., FoodSafe, WHMIS, First Aid) to be “bundled” and allow students to receive credit for such courses. In addition, short courses being offered by CompTIA, Microsoft and other online technology courses help students access employment in the tech sector.

ITA Courses

Youth Explore Trades Sampler (TST) – ITA/Post-Secondary Institution Course

Youth Explore Trades Sampler (TST) is an ITA-authorized suite of courses delivered by post-secondary institutions and/or other ITA-authorized trainers. It is restricted to three courses (12 credits) as part of these delivery partnerships.

TST lets students build on their Youth Explore Trades Skills learning and further their experiences and explorations of multiple trades. Over 300 hours in duration, TST enables students to gain practical skills and complete certifications that employers in the trades sector are seeking. The program is a good way for students to prepare for apprenticeship programs such as Youth Train in Trades (TRN) and Youth Work in Trades (WRK).

Youth Train in Trades (TRN) (formerly ACE IT) – ITA Course

The Youth Train in Trades program is a dual credit program and is the in-class component of secondary school trades training. The programs are usually offered as partnerships between school districts and post-secondary institutions with on-site training at either location. TRN students are registered as youth apprentices with the ITA. Students who successfully complete the TRN program earn credits toward both secondary school graduation and a post-secondary credential.

See next page for a summary of current and new ministry-authorized and ITA courses.

Current Work Experience and Trades Courses	New Work Experience and Trades Courses	New Credit Weighting
<ul style="list-style-type: none"> • Work Experience 12A • Work Experience 12B 	<ul style="list-style-type: none"> • Work Experience 12A • Work Experience 12B 	4 credits each
<ul style="list-style-type: none"> • Skills Exploration 10-12 A/B 	<ul style="list-style-type: none"> • Youth Explore Trade Skills 10-12A • Youth Explore Trade Skills 10-12B 	2 or 4 credits each, depending on the school
<ul style="list-style-type: none"> • Secondary school apprenticeship 11A • Secondary school apprenticeship 11B • Secondary school apprenticeship 12A • Secondary school apprenticeship 12B 	<ul style="list-style-type: none"> • Youth Work in Trades 11A • Youth Work in Trades 11B • Youth Work in Trades 12A • Youth Work in Trades 12B 	4 credits each Up to 16 credits can be earned
<ul style="list-style-type: none"> • Accelerated Credit Enrolment in Industry Training 	<ul style="list-style-type: none"> • Youth Train in Trades* 	Variable credit values available, depending on course duration. Based on 1 credit equating to approx. 30 hours of instruction
	<ul style="list-style-type: none"> • Youth Explore Trades Sampler 12A* • Youth Explore Trades Sampler 12B* • Youth Explore Trades Sampler 12C* 	4 credits each Up to 3 courses (12 credits) can be taken
	<ul style="list-style-type: none"> • Workforce Training Certificates 12 	1-4 credit options available, depending on course duration and the school. Based on 1 credit equating to approx. 30 hours of instruction Up to 12 credits can be earned

*Industry Training Authorized / Post-Secondary Course Offering

Physical and Health Education

HIGHLIGHTS

Health Education has been combined with Physical Education. PHE courses in Grades 11 and 12 have expanded from one to three selections each, including Active Living 12. Daily Physical Activity is embedded in PHE10. Daily Physical Activity is no longer a stand-alone graduation requirement.

Physical and Health Education (PHE) is designed to help students acquire the knowledge, skills and understandings they need to be safe, active and healthy citizens throughout their lives. The curriculum brings together two areas of learning – physical education and health education – to promote and develop all aspects of well-being.

The curriculum is linked to the personal awareness and responsibility core competency and addresses the skills and strategies to help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress and persevere in difficult situations.

Physical education focuses on the development of physical literacy students will need to participate in a variety of activities and environments throughout their lives. Health education focuses on the development of knowledge, skills, attitudes and beliefs related to health literacy and includes health and safety topics such as nutrition, prevention of illness and injury, decision-making skills, healthy relationship skills, mental well-being, sexual health and substance use.

A focus on lifelong safety, physical activity and health is valuable for both the individual student and society as a whole. The knowledge, skills and competencies students develop in PHE will help them improve their physical health and will promote mental and emotional well-being.

New Health Components

Students are encouraged to develop a healthy lifestyle, both in and out of school. This includes healthy eating, daily physical activity and making

healthy choices that influence health and well-being.

Students learn that the overall health and safety of ourselves and others is directly influenced by our surroundings, including the physical environment and interpersonal relationships.

Students learn about the factors in our lives that influence mental well-being and explore various pressures and influences on mental health.

Daily Physical Activity

Daily physical activity was incorporated into the PHE curriculum for Grades K-9 as of July 2016.

As part of the implementation of the Grade 10 curriculum in July 2018, students will no longer be required to document 150 minutes per week of daily physical activity. The expectations of daily physical activity are now included as part of the required Physical and Health Education curricula K-10.

Students will be required to take Physical and Health Education 10 as part of their graduation requirements. The PHE curriculum includes topics on sexual health. All students – including those learning under the Alternative Delivery Policy – should be able to demonstrate their knowledge of the associated learning standards or outcomes in this area.

Physical and Health Education curricula courses at the Grades 11 and Grade 12 levels are not graduation requirements, but are available for elective credit.

Current PHE Curriculum	New PHE Curriculum	New Credit Weighting
<ul style="list-style-type: none"> • Physical Education 10 	<ul style="list-style-type: none"> • Physical and Health Education 10 	
<ul style="list-style-type: none"> • Physical Education 11 	<ul style="list-style-type: none"> • Active Living 11 • Fitness and Conditioning 11 • Outdoor Education 11 	4 credits each
<ul style="list-style-type: none"> • Physical Education 12 	<ul style="list-style-type: none"> • Active Living 12 • Fitness and Conditioning 12 • Outdoor Education 12 	

Appendix 3

Other Means of Obtaining Credit Toward Graduation

The following credit options continue to align with the principles of personalized learning, flexibility and choice for students and help provide inclusive opportunities for students to follow their interests and passions as part of their learning.

Board/Authority Authorized (BAA) courses

BAA courses will still be part of elective graduation requirements. However, these courses developed by districts and approved by boards of education and independent school authorities will need to align with the new ministry curriculum and reflect the new curriculum structure.

- Grade 10 BAA courses that boards/authorities want to offer in 2018/19 must be revised by July 1, 2018.
- Grade 11 and 12 BAA courses that boards/authorities want to offer in 2019/20 must be revised by July 1, 2019.

As well as earning credits by successfully completing courses in B.C., public and independent school students can earn credits toward graduation in a variety of other ways.

Post-Secondary Courses for Credit (Dual Credit)

Dual credit programs and courses let students earn secondary school and college credits at the same time.

Dual credit opportunities are available in trades, technology, health and human services, business, sport and exercise, and arts and science. Each school district offers a variety of options.

The policy that governs dual credit continues to be enabling in nature and allows schools, districts and post-secondary institutions to work out arrangements that meet the needs of students within the provincial framework. As a result, there are no planned policy changes at this time.

There is a funding review in process and dual credit is in scope as part of this review. The dual credit option policy will be reviewed again once the funding review is complete and any recommendations are implemented.

Independent Directed Studies (IDS)

Students can initiate their own area of learning and receive credit toward graduation. IDS credits may be awarded by boards of education or independent school authorities to students who have successfully completed independent work based on the content of Grades 10, 11 or 12 ministry-developed courses or BAA courses.

IDS credits can only be used to satisfy elective requirements. The maximum value for a single IDS course is four credits and there is no limit to the total number of IDS credits a student can earn. Grade 12 IDS credits may count toward the minimum of 16 Grade 12 credits needed for graduation.

The policy that governs Independent Directed Studies continues to be aligned with the principles of providing students with the opportunity for flexibility and choice in their graduation learning years. As a result, there are no planned policy changes at this time.

External Credentials

The External Credentials program allows Grades 10-12 students an opportunity to earn credit towards graduation for documented learning completed with the ministry-accredited external organizations (e.g., Royal Conservatory of Music, Cadets, Driver's Education).

The Ministry of Education has the sole authority to set standards for approval of external credentials and assessments. It provides an official list of these approved credentials and assessments to schools. This list is published in the ministry's online [Course Registry](#).

Some external credentials can meet graduation requirements and others as elective courses. Grade 12 level external credentials count towards the required number of Grade 12 level credits needed to meet graduation requirements.

There is no limit to the number of credits a student may earn by using external credentials.

The policy that governs external credit has been reviewed and continues to be enabling in nature, allowing students the opportunity for flexibility and choice in their graduation learning years. As a result, there are no planned policy changes at this time. The focus is on refreshing the existing credentials in the program and expanding it, allowing for new credentials that uphold education rigour, student exploration and choice.

As an outcome of the review of the existing program, the ministry is determining a new process for inviting future applications to be considered as new External Credentials. Further discussions with educators and partners will help inform any future additions to the External Credentials program, to align with the introduction of new Grades 11 and 12 curriculum in 2019.

Equivalency

Courses taken outside B.C. may be eligible for equivalency credit if they closely match the content of existing Grades 10, 11 or 12 courses. A student who completes a course in another province may receive credit for a comparable course in B.C. through equivalency. Courses taken outside of the B.C. school system may qualify for equivalency credit if:

- sufficient content has been covered to enable the student to be successful in further learning in the content area. For a Grade 11 or 12 course, there should be a match of approximately 80 percent or more of learning outcomes
- the student provides documentation that the learning outcomes of the course were successfully completed

Challenge

With some exceptions, all students can undertake a free challenge process to assess their prior learning for any ministry-developed graduation program course.

Prior to engaging in a challenge process, schools will review any documentation of prior learning presented by the student in order to determine if credit can be awarded through equivalency.

There is no limit to the number of credits that may be awarded through challenge.

Awarding credit through challenge will be based on the same standards used for students who have taken the course through enrollment. A challenge is considered successful when a student has achieved at least a C- and 50 percent.

Scholarships

The Provincial Scholarships program recognizes student achievement and encourages students to pursue post-secondary education.

The program includes the BC Excellence Scholarship, the B.C. Achievement Scholarship, the District/Authority Scholarship and the Pathway to Teacher Education Scholarship.

Recipients must meet the basic eligibility requirements and the specific requirements for each scholarship. For more information, see the [Handbook of Procedures for the Graduation Program](#).

Honours Standing

Students are entitled to receive a transcript of their grades marked with the phrase “Achievement with Honours” where the student has successfully completed the graduation requirements, and obtained a greater than 3.0 grade point average.

Appendix 4

Options for Schooling

In B.C., children between the ages of 5 and 18 attend Kindergarten to Grade 12 programs at either an elementary or secondary school. Parents can choose to enroll their child in either a public or independent school that offers these programs. There are approximately 350 independent schools and about 1,600 public schools.

Public Schools

B.C. is divided into 60 school districts which administer publicly funded education until the end of Grade 12 in local areas or, in the case of francophone education, across the province.

B.C.'s public Kindergarten to Grade 12 education system is managed by local **boards of education** with elected trustees.

The Province has the statutory and constitutional right to determine public education policy for the province; boards of education represent the public interest by governing school districts in accordance with legislation and in response to local and provincial values and priorities.

The **Ministry of Education** sets policies for B.C.'s public school system, ensuring that students have a quality education, provided in a cost-effective manner. It sets standards and directions for the education system, provides leadership and encouragement to all educational agencies in the province and co-operates with provincial agencies to deliver non-educational support services to students. The ministry provides a high-level focus on:

- finance and facilities
- program direction, development and implementation
- student access and achievement
- teaching performance
- system evaluation and public accountability

Boards of education ensure that schools provide a high-quality education for students and provide leadership and encouragement, meeting both community aspirations and provincial guidelines. They also cooperate with the community and social service agencies to deliver non-educational support services to students. Boards of education focus on:

- implementation of provincial and local education programs
- school finance and facilities
- student access and achievement
- teaching performance
- accountability to parents, taxpayers, community and the Province

Independent Schools

B.C.'s independent schools offer an alternative to public school education. Their programs range from Kindergarten to Grade 12. Parents and students often choose these schools for their specific philosophical, religious or educational approach.

Independent schools are regulated under separate legislation, the *Independent School Act*. Independent schools follow their own specific procedures, policies funding guidelines and teacher certification.

Independent schools have a responsibility to register with the Ministry of Education and to provide the ministry with appropriate information, and the ministry has a responsibility to ensure that these regulations and policies are implemented.

First Nations Schools

First Nations schools are funded by the federal government and operated by local First Nations. Schools in B.C. are supported by the [First Nations Education Steering Committee](#) (FNESC) and the [First Nations Schools Association](#) (FNSA).

Most First Nations schools are outside of the Province's jurisdiction. Some choose to also become B.C. certified independent schools.

B.C. works in partnership to help build capacity in the First Nations school system. B.C. has:

- consulted on changes to provincial education legislation, policy, standards and funding;
- shared expertise, learning resources and bulk purchasing opportunities; and
- given on-reserve schools access to B.C. provincial exams and the Dogwood Diploma.

To fulfill commitments in the Tripartite Education Framework Agreement, the ministry has been working directly with the FNSA to deliver assessments and to graduate students in First Nations schools under federal jurisdiction.

French Immersion Studies

French Immersion studies provide the opportunity for non-francophone students to become bilingual in English and French. Instruction of the basic curriculum is given entirely in French during the first years, depending on late or early French immersion, and English is still taught in most elementary programs to some extent. Once students have a firm base in French, instruction in English language arts is added, and instruction in the English language gradually increases. Students continue learning certain subjects in French so that proficiency is achieved in both languages by the end of Grade 12.

French Immersion programs must parallel the regular English program in structure and content.

Home Schooling

Home schooling is an alternative method of teaching offered outside the B.C. educational system. Typically, a family member delivers the entire educational program to children at home. Home schooling is not:

- supervised by a B.C.-certified teacher
- required to meet provincial standards
- inspected by the Ministry of Education

Offshore Schools

The B.C. Offshore Schools Program makes it possible for schools in other countries (offshore schools) to offer the B.C. curriculum to international students.

In order to qualify as a B.C. offshore school, specific standards must be met. For example, schools must employ B.C.-certified teachers, maintain adequate facilities and undergo regular inspections.

Getting into a Canadian university or post-secondary program is easier for students who have a graduation diploma from B.C.

Through the B.C. Global Education Program, international students can complete British Columbia curriculum in English and earn a Certificate of Graduation (Dogwood Diploma). The program is available at schools in B.C. (onshore schools) and in some other countries (offshore schools).

Other Pathways to Graduation

Alternate Education

Alternate education programs focus on the educational, social and emotional issues of students whose needs are not being met in a traditional school program. An alternate education program provides support and responds to students' individual needs through different ways of instruction, specialized program delivery and enhanced counselling services while still offering both the new Graduation Program and the Adult Graduation Program.

Distributed Learning

Distributed learning lets students learn at a distance from their teacher via the Internet or a blend of some classroom instruction. It offers flexibility and opportunity for students to learn outside of the traditional classroom setting or schedule. Students must meet the same standards and follow the same curriculum as in public schools.

Appendix 5

Associated Ministerial Orders and Policies that Support Changes to the B.C. Graduation Program

- Board Authorized Course Order
 - British Columbia Adult Graduation Requirements Order
 - Educational Program Guide Order
 - Graduation Program Order
 - Permanent Student Record Order
 - Provincial Examinations Order
 - Provincial Letter Grades Order
 - Student Credentials Order
 - Student Progress Report Order
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- Alternative Delivery in the Physical and Health Education and Planning 10 Curricula Policy
 - Board/Authority Authorized Courses Policy
 - Career Development Policy
 - Daily Physical Activity Policy
 - Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies Policy
 - Elective Work Experience Courses and Workplace Safety Policy
 - Graduation Requirements Policy
 - International Student Graduation Credit Policy
 - Large-Scale Assessment Policy
 - Provincial Scholarship Program Policy
 - Student Reporting Policy
 - Recognition of Post-Secondary Transition Programs for Funding Purposes Policy
 - Work Experience or Community Service Requirement for Graduation Policy

We welcome your feedback!

Please email your comments before April 30, 2018 to:

curriculum@gov.bc.ca



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