

BC Curriculum Comparison Guide

Revised July 2017

FOR INFORMATION ONLY

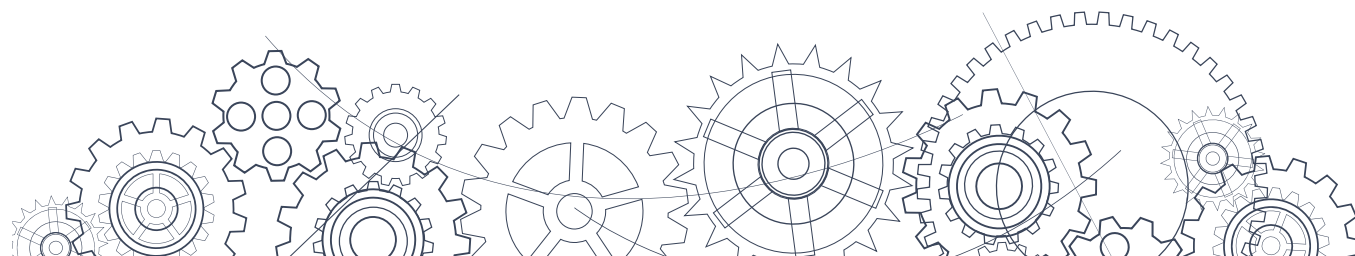




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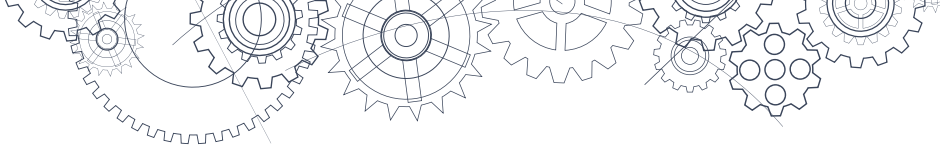
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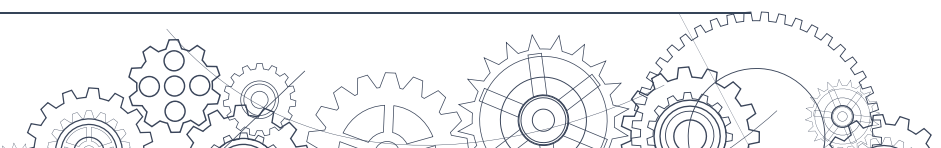
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INTRODUCTION

Purpose of this document

This Curriculum Comparison Guide is intended to provide summary information on each of the new and redesigned courses at the grade 10–12 level. This summary information will support post-secondary institutions as each review British Columbia’s (BC) new and redesigned curriculum for admission purposes. This summary information will also support K–12 Career Counselors, school, and district staff as they determine which courses to offer and which courses best fit with the goals and passions of their students.

Where are we today

Today we live in a state of constant change. It is a technology-rich world, where communication is instant and information is immediately accessible. The way we interact with each other personally, socially, and at work has changed forever. Knowledge is growing at exponential rates in many domains, creating new information and possibilities. This is the world our students are entering and BC’s curriculum has been redesigned to respond to this demanding world.

The redesign of curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are competent thinkers and communicators, and who are personally and socially competent in all areas of their lives. BC’s redesigned curriculum honours the ways in which students think, learn, and grow, and prepares them for a successful lifetime of learning where ongoing change is constant.

At the heart of British Columbia’s redesigned curriculum are the Core Competencies, essential subject matter learning, and literacy and numeracy foundations. All three features contribute to deeper learning. Core Competencies underpin the curricular competencies in all areas of learning. They are directly related to the educated citizen and as such are what we value for all students in the system. For more information on Core Competencies please refer to <https://curriculum.gov.bc.ca/competencies>.

All curricula for K–12 have been redesigned using the same framework, including Big Ideas and Curricular Competencies and Content learning standards. Overall, the curriculum for each subject area includes the essential learning for students, developed around key content, concepts, skills, and big ideas that foster the higher-order thinking demanded in today’s world.

All areas of learning are based on a “Know-Do-Understand” model to support a concept-based competency-driven approach to learning. Within the model, the three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning.

All areas of learning have been redesigned using this model in an effort to enable a personalized, flexible and innovative approach at all levels of the education system.

Overall BC’s redesigned curriculum brings together two features that most educators agree are essential for 21st-century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. Deeper learning is better achieved through “doing” than through passive listening or reading. Similarly, both concept-based learning and the development of competencies engage students in authentic tasks that connect learning to the real world. For a full description on the changes to BC’s curriculum please refer to <https://curriculum.gov.bc.ca/>.



Highlights of BC's Redesigned Curriculum

• Personalized Learning

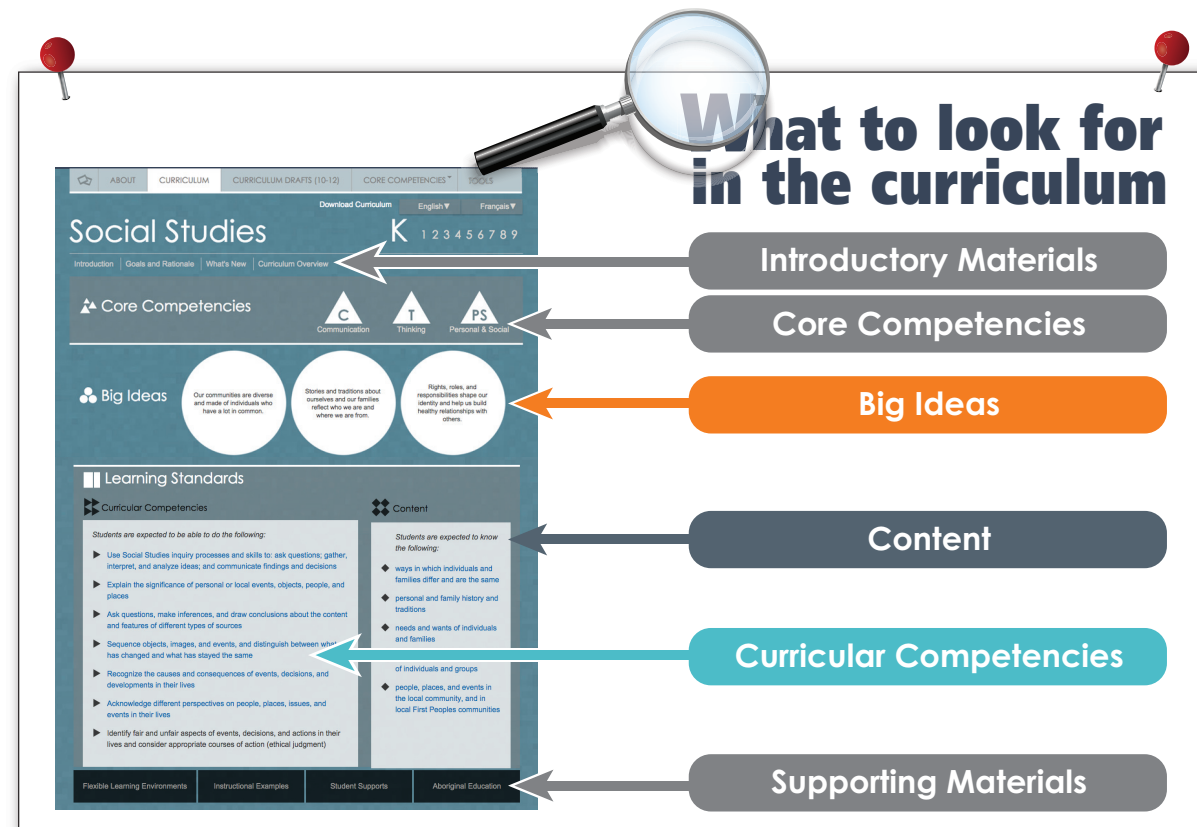
The redesign of BC's curriculum provides flexibility to inspire the personalization of learning and addresses the diverse needs and interests of BC students.

• Aboriginal Perspectives and Knowledge

Aboriginal culture and perspectives have been integrated throughout all areas of learning. For example, place-based learning and emphasis on indigenous ways of knowing reflect the First Peoples Principles of Learning in the curriculum.

• Flexible Learning Environments

BC's redesigned curriculum provides teachers with great flexibility in creating learning environments that are relevant, engaging, and novel. Flexible learning environments give consideration to local contexts and place-based learning.



Graduation Requirements

The graduation requirements generally remain unchanged at this point with 80 credits still required to complete school. For details on the minor updates to the graduation program please refer to <https://curriculum.gov.bc.ca/graduation-info>.

Existing IRPs

Foundations of Mathematics and Pre-calculus 10

Adheres to the WNCB Common Curriculum Framework for Grades 10–12 Mathematics. Courses were designed in pathways.

Content

- 18 detailed PLOs organized into 3 areas:
 - Measurement
 - Algebra and Number
 - Relations and Functions
- Focus on:
 - developing spatial sense and proportional reasoning
 - developing algebraic reasoning and number sense
 - developing algebraic and graphical reasoning through the study of relations

Skill Development

- Two general outcomes include the following:
 - use communication in order to learn and express their understanding
 - develop visualization skills to assist in processing information, making connections, and problem solving
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCBmath1012/2008math_foundations_precalc10.pdf.

New Curriculum

Foundations of Mathematics and Pre-calculus 10

This course is intended to be a direct replacement for Foundations of Mathematics and Pre-calculus 10. It no longer adheres to the WNCB Common Curriculum Framework. This course does not have prerequisite and is not part of a pathway.

Content

- 9 learning standards organized into 5 strands or themes starting in Kindergarten and growing in sophistication until Grade 12:
 - Number: multiplication of polynomial expressions; polynomial factoring; financial literacy: gross and net pay
 - Computational Fluency: operations on powers with integral exponents; linear relations, including slope and equations of lines
 - Patterning: solving systems of linear equations
 - Geometry and Measurement: primary trigonometric ratios
 - Data and Probability: relationships among data, graphs, and situations; experimental probability
- Focus on problem solving
- Financial literacy: regardless of the course selections made by students, there is a common experience in Mathematics that includes financial literacy
- First Peoples perspectives are reflected throughout the learning standards

Skill Development

- A consistent framework for Curricular Competencies has been established. 17 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Reasoning and analyzing
 - Understanding and solving
 - Communicating and representing
 - Connecting and reflecting

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/mathematics/en_m_10_fpc_elab.pdf.



Existing IRPs

Foundations of Mathematics 11

Adheres to the WNCPC Common Curriculum Framework for Grades 10–12 Mathematics. Courses were designed in pathways.

Content

- 13 detailed PLOs organized into 6 areas:
 - Measurement
 - Geometry
 - Logical Reasoning
 - Statistics
 - Relations and Functions
 - Mathematics Research Project
- Focus on:
 - developing spatial sense and proportional reasoning
 - developing logical reasoning
 - developing statistical reasoning
 - developing algebraic and graphical reasoning through the study of relations
 - developing an appreciation of the role of mathematics in society

Skill Development

- Two general outcomes include the following:
 - use communication in order to learn and express their understanding
 - develop visualization skills to assist in processing information, making connections, and problem solving
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

https://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_foundations11.pdf.

New Curriculum

Foundations of Mathematics 11

This course is intended to be a direct replacement for Foundations of Mathematics 11. It no longer adheres to the WNCPC Common Curriculum Framework. This course does not have prerequisite and is not part of a pathway.

Content

- 9 learning standards organized into 5 strands or themes starting in Kindergarten and growing in sophistication until Grade 12:
 - Number: financial literacy: investments and loans
 - Computational Fluency: graphical representations of quadratic functions; solving systems of linear inequalities
 - Patterning: mathematical reasoning and logic
 - Geometry and Measurement: angle relationships; trigonometry with oblique angles
 - Data and Probability: graphical solutions to systems of equations; applications of probabilities and statistics in the real world; mathematics as a tool when conducting research; financial literacy: investments and loans
- Focus on problem solving
- First Peoples perspectives are reflected throughout the learning standards
- Financial literacy: regardless of the course selections made by students, there is a common experience in Mathematics that includes financial literacy

Skill Development

- A consistent framework for Curricular Competencies has been established. 17 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Reasoning and analyzing
 - Understanding and solving
 - Communicating and representing
 - Connecting and reflecting

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/mathematics/en_m_11_fmm_elab.pdf.



Existing IRPs

Foundations of Mathematics 12

Adheres to the WNCPC Common Curriculum Framework for Grades 10–12 Mathematics. Courses were designed in pathways.

Content

- 16 detailed PLOs organized into 5 areas:
 - Financial Math
 - Logical Reasoning
 - Probability
 - Relations and Functions
 - Mathematics Research Project
- Focus on:
 - developing number sense in financial applications
 - developing logical reasoning
 - developing critical thinking skills related to uncertainty
 - developing algebraic and graphical reasoning through the study of relations
 - developing an appreciation of the role of mathematics in society

Skill Development

- Two general outcomes include the following:
 - use communication in order to learn and express their understanding
 - develop visualization skills to assist in processing information, making connections, and problem solving
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

https://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPCmath1012/2008math_foundations12.pdf.

New Curriculum

Foundations of Mathematics 12

This course is intended to be a direct replacement for Foundations of Mathematics 12. It no longer adheres to the WNCPC Common Curriculum Framework. This course does not have a prerequisite and is not part of a pathway.

Content

- 8 learning standards organized into 5 strands or themes starting in Kindergarten and growing in sophistication until Grade 12:
 - Number: combinatorics; regressions; regression analysis
 - Computational Fluency: graphical representations of polynomial, logarithmic, exponential, and sinusoidal functions
 - Patterning
 - Geometry and Measurement: transformations with iterations to create fractals
 - Data and Probability: odds, probability, and expected value; mathematics as a tool when conducting research; set theory and conditional statements
- Focus on problem solving
- First Peoples perspectives are reflected throughout the learning standards

Skill Development

- A consistent framework for Curricular Competencies has been established. 17 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Reasoning and analyzing
 - Understanding and solving
 - Communicating and representing
 - Connecting and reflecting

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/mathematics/en_m_12_fmm_elab.pdf.



Existing IRPs

Apprenticeship and Workplace Mathematics 10

Adheres to the WNCB Common Curriculum Framework for Grades 10–12 Mathematics. Courses were designed in pathways.

Content

- 13 detailed PLOs organized into 4 areas:
 - Measurement
 - Geometry
 - Number
 - Algebra
- Focus on:
 - developing spatial sense through direct and indirect measurement
 - developing spatial sense
 - developing number sense and critical thinking skills
 - developing algebraic reasoning

Skill Development

- Two general outcomes include the following:
 - use communication in order to learn and express their understanding
 - develop visualization skills to assist in processing information, making connections, and problem solving
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

https://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCBmath1012/2008math_app_work10.pdf.

New Curriculum

Workplace Mathematics 10

This course is intended to be a direct replacement for Apprenticeship and Workplace Mathematics 10. It no longer adheres to the WNCB Common Curriculum Framework. This course does not have a prerequisite and is not part of a pathway.

Content

- 9 learning standards organized into 5 strands or themes starting in Kindergarten and growing in sophistication until Grade 12:
 - Number: financial literacy: gross and net pay
 - Computational Fluency: puzzles and games for computational fluency
 - Patterning
 - Geometry and Measurement: primary trigonometric ratios; metric and imperial measurement and conversions; solving problems involving surface area and volume; angles
 - Data and Probability: create, interpret, and critique graphs; central tendency; experimental probability; financial literacy: gross and net pay
- Focus on problem solving
- Financial literacy: regardless of the course selections made by students, there is a common experience in Mathematics that includes financial literacy
- First Peoples perspectives are reflected throughout the learning standards

Skill Development

- A consistent framework for Curricular Competencies has been established. 17 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Reasoning and analyzing
 - Understanding and solving
 - Communicating and representing
 - Connecting and reflecting

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/mathematics/en_m_10_wpm_elab.pdf.



Existing IRPs

Apprenticeship and Workplace Mathematics 11

Adheres to the WNCPC Common Curriculum Framework for Grades 10–12 Mathematics. Courses were designed in pathways.

Content

- 15 detailed PLOs organized into 5 areas:
 - Measurement
 - Geometry
 - Number
 - Algebra
 - Statistics
- Focus on:
 - developing spatial sense through direct and indirect measurement
 - developing spatial sense
 - developing number sense and critical thinking skills
 - developing algebraic reasoning
 - developing statistical reasoning

Skill Development

- Two general outcomes include the following:
 - use communication in order to learn and express their understanding
 - develop visualization skills to assist in processing information, making connections, and problem solving
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

https://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPCmath1012/2008math_app_work11.pdf.

New Curriculum

Workplace Mathematics 11

This course is intended to be a direct replacement for Apprenticeship and Workplace Mathematics 11. It no longer adheres to the WNCPC Common Curriculum Framework. This course does not have a prerequisite and is not part of a pathway.

Content

- 7 learning standards organized into 5 strands or themes starting in Kindergarten and growing in sophistication until Grade 12:
 - Number: financial literacy: investments and loans; personal budgeting and planning for significant life purchases
 - Computational Fluency: puzzles and games for computational fluency; linear relationships; slope as a rate of change
 - Patterning
 - Geometry and Measurement: 3D objects (views and scale diagrams)
 - Data and Probability: how statistics are used in a contextualized situation
- Focus on problem solving
- Financial literacy: regardless of the course selections made by students, there is a common experience in Mathematics that includes financial literacy
- First Peoples perspectives are reflected throughout the learning standards

Skill Development

- A consistent framework for Curricular Competencies has been established. 17 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Reasoning and analyzing
 - Understanding and solving
 - Communicating and representing
 - Connecting and reflecting

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/mathematics/en_m_11_wpm_elab.pdf.



Existing IRPs

Apprenticeship and Workplace Mathematics 12

Adheres to the WNCPC Common Curriculum Framework for Grades 10–12 Mathematics. Courses were designed in pathways.

Content

- 11 detailed PLOs organized into 6 areas:
 - Measurement
 - Geometry
 - Number
 - Algebra
 - Statistics
 - Probability
- Focus on:
 - developing spatial sense through direct and indirect measurement
 - developing spatial sense
 - developing number sense and critical thinking skills
 - developing algebraic reasoning
 - developing statistical reasoning
 - developing critical thinking skills related to uncertainty

Skill Development

- Two general outcomes include the following:
 - use communication in order to learn and express their understanding
 - develop visualization skills to assist in processing information, making connections, and problem solving
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPCmath1012/2008math_app_work12.pdf.

New Curriculum

Apprenticeship 12

This course is intended to be a direct replacement for Apprenticeship and Workplace Mathematics 12. It no longer adheres to the WNCPC Common Curriculum Framework. This course does not have a prerequisite and is not part of a pathway.

Content

- 8 learning standards organized into 2 of the 5 strands or themes starting in Kindergarten and growing in sophistication until Grade 12:
 - Computational Fluency: relationships in formulae
 - Geometry and Measurement: measuring, including tools with graduated scales and conversions using metric and imperial; similar triangles, including right-angle geometry; Pythagorean theorem; 2D and 3D shapes, including area, surface area, volume, and nets; model and draw 3D objects and their views (isometric drawing, orthographic projection); circle geometry; math research project
- Focus on problem solving
- First Peoples perspectives are reflected throughout the learning standards

Skill Development

- A consistent framework for Curricular Competencies has been established. 17 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Reasoning and analyzing
 - Understanding and solving
 - Communicating and representing
 - Connecting and reflecting

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/mathematics/en_m_12_apr_elab.pdf.



Existing IRPs

Pre-calculus 11

Adheres to the WNCPC Common Curriculum Framework for Grades 10–12 Mathematics. Courses were designed in pathways.

Content

- 20 detailed PLOs organized into 3 areas:
 - Algebra and Number
 - Trigonometry
 - Relations and Functions
- Focus on:
 - developing algebraic reasoning and number sense
 - developing trigonometric reasoning
 - developing algebraic and graphical reasoning through the study of relations

Skill Development

- Two general outcomes include the following:
 - use communication in order to learn and express their understanding
 - develop visualization skills to assist in processing information, making connections, and problem solving
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see https://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPCmath1012/2008math_precalc11.pdf.

New Curriculum

Pre-calculus 11

This course is intended to be a direct replacement for Pre-calculus 11. It no longer adheres to the WNCPC Common Curriculum Framework. This course does not have a prerequisite and is not part of a pathway.

Content

- 8 learning standards organized into 3 of the 5 strands or themes starting in Kindergarten and growing in sophistication until Grade 12:
 - Number: operations on powers with rational exponents and radicals; real number systems; financial literacy: investments and loans
 - Computational Fluency: exponential functions; polynomial factoring of the form: ax^2+bx+c , $a^2x^2-b^2y^2$; rational expressions and equations; quadratic functions and quadratic equations
 - Geometry and Measurement: trigonometry, including non-right triangles in standard position
- Focus on problem solving
- Financial literacy: regardless of the course selections made by students, there is a common experience in Mathematics that includes financial literacy
- First Peoples perspectives are reflected throughout the learning standards

Skill Development

- A consistent framework for Curricular Competencies has been established. 17 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Reasoning and analyzing
 - Understanding and solving
 - Communicating and representing
 - Connecting and reflecting

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/mathematics/en_m_11_pcc_elab.pdf.



Existing IRPs

Pre-calculus 12

Adheres to the WNCB Common Curriculum Framework for Grades 10–12 Mathematics. Courses were designed in pathways.

Content

- 24 detailed PLOs organized into 3 areas:
 - Trigonometry
 - Relations and Functions
 - Permutations, Combinations and Binomial Theorem
- Focus on:
 - developing trigonometric reasoning
 - developing algebraic and graphical reasoning through the study of relations
 - developing algebraic and numeric reasoning that involves combinatorics

Skill Development

- Two general outcomes include the following:
 - use communication in order to learn and express their understanding
 - develop visualization skills to assist in processing information, making connections, and problem solving
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

https://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCBmath1012/2008math_precalc12.pdf.

New Curriculum

Pre-calculus 12

This course is intended to be a direct replacement for Pre-calculus 12. It no longer adheres to the WNCB Common Curriculum Framework. This course does not have a prerequisite and is not part of a pathway.

Content

- 10 learning standards organized into 4 of the 5 strands or themes starting in Kindergarten and growing in sophistication until Grade 12:
 - Number: logarithmic functions and equations; exponential equations; operations on logarithms; polynomial functions and equations; rational functions
 - Computational Fluency: transformations of functions
 - Patterning: sequences and series
 - Geometry and Measurement: conics; trigonometric functions and equations with real numbers; trigonometric identities
- Focus on problem solving
- First Peoples perspectives are reflected throughout the learning standards

Skill Development

- A consistent framework for Curricular Competencies has been established. 17 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Reasoning and analyzing
 - Understanding and solving
 - Communicating and representing
 - Connecting and reflecting

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/mathematics/en_m_12_pcc_elab.pdf.



Existing IRPs

Calculus 12

Content

- 67 detailed PLOs organized into 7 areas:
 - Functions, Graphs, and Limits
 - The Derivative (Concept and Interpretations)
 - The Derivative (Computing Derivatives)
 - Applications of Derivatives (Derivatives of the Graph of the Function)
 - Applications of Derivatives (Applied Problems)
 - Antidifferentiation (Recovering Functions from their Derivative)
 - Antidifferentiation (Applications of Antidifferentiation)

Skill Development

- Two general outcomes include the following:
 - problem solving
 - history of calculus
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/mathematics/2000math1012.pdf>.

New Curriculum

Calculus 12

This course is intended to be a direct replacement for Calculus 12.

Content

- 7 learning standards organized into 2 of the 5 strands or themes starting in Kindergarten and growing in sophistication until Grade 12:
 - Number: concept of the derivative; limits; applications of derivatives; integrals
 - Computational Fluency: concept of the integral; application of integrals
- Focus on problem solving
- First Peoples perspectives are reflected throughout the learning standards

Skill Development

- A consistent framework for Curricular Competencies has been established. 17 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Reasoning and analyzing
 - Understanding and solving
 - Communicating and representing
 - Connecting and reflecting

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/mathematics/en_m_12_cal_elab.pdf.



Existing IRPs

*There is no existing Ministry of Education **Computer Science 11** course that is based on a mathematical construct.*

New Curriculum

Computer Science 11

This is a newly designed course with a mathematical focus and meets the graduation requirements. This course does not have a prerequisite and is not part of a pathway.

Content

- 10 learning standards organized into 2 of the 5 strands or themes starting in Kindergarten and growing in sophistication until Grade 12:
 - Computational Fluency and
 - Data and Probability:
 - Ways to represent basic data types; basic programming concepts, variable scope; ways to construct and evaluate logical statements; use of control flow to manipulate program execution; development of algorithms to solve problems in multiple ways; techniques for operations on and searching of arrays and lists; problem decomposition through modularity; uses of computers for financial analysis; ways to model mathematical problems
- Focus on problem solving
- Financial literacy: regardless of the course selections made by students, there is a common experience in Mathematics that includes financial literacy
- First Peoples perspectives are reflected throughout the learning standards

Skill Development

- A consistent framework for Curricular Competencies has been established. 17 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Reasoning and analyzing
 - Understanding and solving
 - Communicating and representing
 - Connecting and reflecting

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/mathematics/en_m_11_csc_elab.pdf.



Existing IRPs

*There is no existing Ministry of Education **Computer Science 12** course that is based on a mathematical construct.*

New Curriculum

Computer Science 12

This is a newly designed course with a mathematical focus and meets the graduation requirements. This course does not have a prerequisite and is not part of a pathway.

Content

- 9 learning standards organized into 2 of the 5 strands or themes starting in Kindergarten and growing in sophistication until Grade 12:
 - Computational Fluency and
 - Data and Probability:
 - Ways to access variables in memory; ways in which data structures are organized in memory; uses of multidimensional arrays; algorithms, including sorting and searching; performance analysis by Big-O notation; recursive problem solving; persistent memory; encapsulation of data; ways to model mathematical problems
- Focus on problem solving
- First Peoples perspectives are reflected throughout the learning standards

Skill Development

- A consistent framework for Curricular Competencies has been established. 17 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Reasoning and analyzing
 - Understanding and solving
 - Communicating and representing
 - Connecting and reflecting

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/mathematics/en_m_12_csc_elab.pdf.



Existing IRPs

There is no existing Ministry of Education **Statistics 12** course.

New Curriculum

Statistics 12

This is a new BC Ministry of Education course.

Content

- 7 learning standards organized into 3 of the 5 strands or themes starting in Kindergarten and growing in sophistication until Grade 12:
 - Number: statistical analysis of data and relationships between data, including standard deviation and the normal distribution, Z-scores, confidence intervals, and correlation co-efficient
 - Computational Fluency: sampling techniques and bias; statistical techniques to test the validity of hypotheses
 - Data and Probability: graphical representations for data; formulating hypotheses from data sets; analyze and make statistical conclusions; mathematics as a tool when conducting research
- Focus on problem solving
- First Peoples perspectives are reflected throughout the learning standards

Skill Development

- A consistent framework for Curricular Competencies has been established. 17 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Reasoning and analyzing
 - Understanding and solving
 - Communicating and representing
 - Connecting and reflecting

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/mathematics/en_m_12_sta_elab.pdf.



Existing IRPs

There is no existing Ministry of Education **History of Mathematics 11** course.

New Curriculum

History of Mathematics 11

This is a new BC Ministry of Education course.

Content

- 7 learning standards organized into the 5 strands or themes starting in Kindergarten and growing in sophistication until Grade 12:
 - Number: number and number systems (including written and oral numbers, zero, rational numbers, pi, irrational numbers, prime numbers)
 - Computational Fluency: tools and technology (development over time, from clay tablets to modern-day calculators and computers)
 - Patterning: patterns and algebra (early algebraic thinking, variables, early uses of algebra, Cartesian plane, notation, Fibonacci sequence)
 - Geometry and Measurement: geometry (lines, angles, triangles, Euclid's five postulates, geometric constructions, developments through time)
 - Data and Probability: probability and statistics (Pascal's Triangle, games involving probability, early beginnings of statistics and probability); cryptography (use of cyphers, encryption, and decryption throughout history; modern uses of cryptography in war; digital applications)
- Focus on problem solving
- First Peoples perspectives are reflected throughout the learning standards

Skill Development

- A consistent framework for Curricular Competencies has been established. 17 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Reasoning and analyzing
 - Understanding and solving
 - Communicating and representing
 - Connecting and reflecting

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/mathematics/en_m_11_hma_elab.pdf.



Existing IRPs

There is no existing Ministry of Education **Geometry 12** course.

New Curriculum

Geometry 12

This is a new BC Ministry of Education Course.

Content

- 5 learning standards organized into 1 of the 5 strands or themes starting in Kindergarten and growing in sophistication until Grade 12:
 - Geometry and Measurement: geometric constructions; circle geometry; constructing tangents; transformations of 2D shapes, including the isometries and affine transformations; perspective and non-Euclidean geometries
- Focus on problem solving
- First Peoples perspectives are reflected throughout the learning standards

Skill Development

- A consistent framework for Curricular Competencies has been established. 17 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Reasoning and analyzing
 - Understanding and solving
 - Communicating and representing
 - Connecting and reflecting

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/mathematics/en_m_12_geo_elab.pdf.

Existing IRPs

New Curriculum

Applications of Physics 11**Content**

- Course is focused on application of physics principles
- 35 detailed PLOs
- Organized using the following curricular organizers: Mechanical Systems, Fluid Systems, Thermal Systems, Electrical Systems

Skill Development

- Application of physics is intended to be experiential in nature
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2007appphysics1112.pdf>.

Physics 11**Content**

- Course is focused on application of physics principles
- 25 detailed PLOs
- Organized using the following curricular organizers: Wave Motion and Geometrical Optics, Kinematics, Forces, Newton's Laws, Momentum, Energy, Special Relativity, Nuclear Fission and Fusion
- Emphasis on appreciating the value of mathematics and physics in trades and technology

Skill Development

- 2 general outcomes that describe the nature of physics and the application of skills and methods
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/english/sciences/physics-11-and-12>.

Physics 11

This course is intended to be a direct replacement of Applications of Physics 11 and Physics 11. This course comprises four modules – all students take all modules.

Content

- There are 18 learning standards
- The content is organized conceptually and includes knowledge in the following areas:
 - Motion
 - Forces
 - Energy
 - Mechanical Waves

Skill Development

- 31 well-developed learning standards organized into 6 areas.
 - Questioning and predicting
 - Planning and conducting
 - Processing and analyzing data and information
 - Evaluating
 - Applying and innovating
 - Communicating
- Relationship between variables remains key and formulae sheets are provided as supports
- First Peoples knowledge and a place-based perspective are embedded throughout
- The curricular competencies are aligned between all areas of senior science, grades 10–12

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/science/en_s_11_phy_elab.pdf.



Existing IRPs

Applications of Physics 12 (2006)

Content

- Course is focused on application of physics principles
- 35 detailed PLOs
- Organized using the following curricular organizers: Transformers, Momentum, Transducers, Waves & Vibrations, Electricity and Magnetism

Skills Development

- Application of physics is intended to be experiential in nature
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2007appphysics1112.pdf>.

Physics 12

Content

- Course is focused on application of physics principles
- 20 detailed PLOs
- Organized using the following curricular organizers: Vectors, Kinematics, Dynamics, Work, Energy, and Power, Momentum, Equilibrium, Circular Motion, Gravitation, Electrostatics, Electric Circuits, Electromagnetism

Skill Development

- 2 general outcomes that regarding conducting appropriate experiments and the use of graphical methods to analyse results of experiments
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/english/sciences/physics-11-and-12>.

New Curriculum

Physics 12

This course is intended to be a direct replacement of Applications of Physics 12 and Physics 12. This course comprises five modules – all students take all modules.

Content

- There are 24 learning standards
- The content is organized conceptually and includes knowledge in the following areas:
 - Relative Motion
 - Forces
 - Fields
 - Momentum
 - Electromagnetic Waves

Skill Development

- 31 well-developed learning standards organized into 6 areas.
 - Questioning and predicting
 - Planning and conducting
 - Processing and analyzing data and information
 - Evaluating
 - Applying and innovating
 - Communicating
- Relationship between variables remains key and formulae sheets are provided as supports
- First Peoples knowledge and a place-based perspective are embedded throughout
- The curricular competencies are aligned between all areas of senior science, grades 10–12

For detailed information on the new curriculum, please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/science/en_s_12_phy_elab.pdf.



Existing IRPs

Biology 11

Content

- Course is focused on plant and animal biology
- 17 detailed PLOs
- Organized using the following curricular organizers:
 - Taxonomy
 - Evolution
 - Ecology
 - Microbiology
 - Plant Biology
 - Animal Biology

Skill Development

- 3 general outcomes regarding demonstration of safe and correct techniques for a variety of laboratory procedures, the design of an experiment using the scientific method, and the interpretation of data from a variety of text and visual sources
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2006biology1112.pdf>.

New Curriculum

Life Sciences 11

This course is intended to be a direct replacement for Biology 11.

Content

- There are 11 learning standards
- Course is focused on plant and animal biology
- The content is organized conceptually and includes expected knowledge in the following areas:
 - Characteristics of Living Things
 - Process of Evolution
 - Taxonomy

Skill Development

- 31 well-developed learning standards organized into 6 areas using a scientific inquiry model:
 - Questioning and predicting
 - Planning and conducting
 - Processing and analyzing data and information
 - Evaluating
 - Applying and innovating
 - Communicating
- First Peoples knowledge and a place-based perspective are embedded throughout
- The curricular competencies are aligned between all areas of senior science, grades 10–12

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/science/en_s_11_lsc_elab.pdf.



Existing IRPs

Biology 12

Content

- Course is focused on human biology
- 28 detailed PLOs
- Organized using the following curricular organizers:
 - Cell Biology
 - Human Biology

Skill Development

- 3 general outcomes regarding demonstration of safe and correct techniques for a variety of laboratory procedures, the design of an experiment using the scientific method, and the interpretation of data from a variety of text and visual sources
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2006biology1112.pdf>.

New Curriculum

Anatomy and Physiology 12

This course is intended to be a direct replacement for Biology 12.

Content

- There are 17 learning standards
- Course is focused on human biology
- The content is organized conceptually and includes expected knowledge in the following areas:
 - Homeostasis
 - DNA and Cells
 - Organization

Skill Development

- 31 well-developed learning standards organized into 6 areas using a scientific inquiry model:
 - Questioning and predicting
 - Planning and conducting
 - Processing and analyzing data and information
 - Evaluating
 - Applying and innovating
 - Communicating
- First Peoples knowledge and a place-based perspective are embedded throughout
- The curricular competencies are aligned between all areas of senior science, grades 10–12

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/science/en_s_12_apb_elab.pdf.



Existing IRPs

Chemistry 11 (2006)

Content

- Course is focused on matter
- 33 detailed PLOs
- Organized using the following curricular organizers:
 - The Nature of Matter
 - Mole Concept
 - Chemical Reactions
 - Atomic Theory
 - Solution Chemistry
 - Organic Chemistry

Skill Development

- 3 general outcomes for students to demonstrate appropriate safety techniques and proper use of protective equipment, to demonstrate skills in measuring and in recording data, and to communicate results and data in clear and understandable forms
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2006chem1112.pdf>.

New Curriculum

Chemistry 11

This course is intended to be a direct replacement for the Chemistry 11 (2006) course. This course comprises five modules – all students take all modules.

Content

- There are 26 learning standards
- The content is organized conceptually and includes knowledge in the following areas:
 - Structure of Matter
 - Organic Chemistry
 - Measurement of Matter
 - Reactions of Matter
 - Matter in Aqueous Solutions

Skill Development

- 31 well-developed learning standards organized into 6 areas.
 - Questioning and predicting
 - Planning and conducting
 - Processing and analyzing data and information
 - Evaluating
 - Applying and innovating
 - Communicating
- First Peoples knowledge and a place-based perspective are embedded throughout
- The curricular competencies are aligned between all areas of senior science, grades 10–12

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/science/en_s_11_che_elab.pdf.



Existing IRPs

Chemistry 12 (2006)

Content

- Course is focused on matter
- 48 detailed PLOs
- Organized using the following curricular organizers:
 - Reaction Kinetics
 - Dynamic Equilibrium
 - Solubility Equilibria
 - Nature of Acid and Bases
 - Acids and Bases: Quantitative Problem Solving
 - Applications of Acid-Base Reactions
 - Oxidation-Reduction
 - Applications of Redox Reactions

Skill Development

- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2006chem1112.pdf>.

New Curriculum

Chemistry 12

This course is intended to be a direct replacement for the Chemistry 12 (2006) course. This course comprises four modules – all students take all modules.

Content

- There are 27 learning standards
- The content is organized conceptually and includes knowledge in the following areas:
 - Reaction Kinetics
 - Dynamic Equilibrium
 - Acid-Base Equilibrium
 - Oxidation-Reduction

Skill Development

- 31 well-developed learning standards organized into 6 areas.
 - Questioning and predicting
 - Planning and conducting
 - Processing and analyzing data and information
 - Evaluating
 - Applying and innovating
 - Communicating
- First Peoples knowledge and a place-based perspective are embedded throughout
- The curricular competencies are aligned between all areas of senior science, grades 10–12

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/science/en_s_12_che_elab.pdf.



Existing IRPs

Earth Science 11

Content

- Course is focused on earth and space science
- 15 detailed PLOs
- Organized using the following curricular organizers:
 - Astronomy
 - Earth Materials (Rocks and Minerals)
 - Geological Time
 - Internal Processes and Plate Tectonic Theory
 - Surface Processes and the Hydrosphere

Skill Development

- One general outcome focused on the significance of Earth and space science
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/english/sciences/earth-science-11-and-geology-12>.

New Curriculum

Earth Science 11

This course is intended to be a direct replacement for the Earth Science 11 course.

Content

- There are 24 learning standards
- The content is organized conceptually and includes expected knowledge in the following areas:
 - Earth Materials
 - Plate Tectonic Theory
 - Atmospheric Science and Climate
 - Oceanography and the Hydrosphere
 - Earth within the Solar System

Skill Development

- 31 well-developed learning standards organized into 6 areas using a scientific inquiry model:
 - Questioning and predicting
 - Planning and conducting
 - Processing and analyzing data and information
 - Evaluating
 - Applying and innovating
 - Communicating
- First Peoples knowledge and a place-based perspective are embedded throughout
- The curricular competencies are aligned between all areas of senior science, grades 10–12

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/science/en_s_11_esc_elab.pdf.



Existing IRPs

Geology 12

Content

- Course is focused on earth and space science
- 20 detailed PLOs
- Organized using the following curricular organizers:
 - Earth Materials (Rocks and Minerals)
 - Earth Resources
 - Geological Time
 - Internal Processes and Plate Tectonic Theory
 - Surface Processes and the Hydrosphere

Skill Development

- One general outcome focused on the significance of geology as a discipline
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/english/sciences/earth-science-11-and-geology-12>.

New Curriculum

Geology 12

This course is intended to be a direct replacement for the Geology 12 course.

Content

- There are 24 learning standards
- The content is organized conceptually and includes expected knowledge in the following areas:
 - Earth Materials
 - Geologic Time
 - Plate Tectonic Theory
 - Deformation and Mapping
 - Surface Processes and the Hydrosphere

Skill Development

- 31 well-developed learning standards organized into 6 areas using a scientific inquiry model:
 - Questioning and predicting
 - Planning and conducting
 - Processing and analyzing data and information
 - Evaluating
 - Applying and innovating
 - Communicating
- First Peoples knowledge and a place-based perspective are embedded throughout
- The curricular competencies are aligned between all areas of senior science, grades 10–12

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/science/en_s_12_geo_elab.pdf.



Existing IRPs

Science and Technology 11

Content

- Course is modular to allow for a variety of science learning
- 18 detailed Science PLOs
- 22 detailed Technology PLOs
- Organized into two modules using the following curricular organizers:

Science (choose a minimum of 2)

- Agriculture
- Applied Chemistry
- Forensics
- Health
- Natural Resources and the Environment

Technology (choose a minimum of 2)

- Computers and Communication
- Home and Technology
- Personal Technologies
- Space Exploration
- Transportation

Skill Development

- Students will develop the skills required for scientific and technological inquiry, solving problems, communicating scientific ideas and results, working collaboratively, and making informed decisions
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/english/sciences/science-and-technology-11>.

New Curriculum

Science for Citizens 11

This is a new course which contains some content previously found in Science and Technology 11.

Content

- Course is designed with a practical lens toward science knowledge and safety
- There are 13 learning standards
- The content is organized conceptually and includes expected knowledge in the following areas:
 - Personal/Home Science
 - Local/Workplace Science
 - Global Science

Skill Development

- 31 well-developed learning standards organized into 6 areas using a scientific inquiry model:
 - Questioning and predicting
 - Planning and conducting
 - Processing and analyzing data and information
 - Evaluating
 - Applying and innovating
 - Communicating
- First Peoples knowledge and a place-based perspective are embedded throughout
- The curricular competencies are aligned between all areas of senior science, grades 10–12

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/science/en_s_11_scc_elab.pdf.



Existing IRPs

Science 10

Content

- Course is focused on science understanding in the areas of life science, physical sciences, and Earth and space
- 15 detailed PLOs
- Organized into three modules using the following curricular organizers:
 - Life Science
 - Sustainability of Ecosystems
 - Physical Science
 - Chemical Reactions and Radioactivity
 - Motion
 - Earth and Space
 - Energy Transfer in Natural Systems
 - Plate Tectonics

Skill Development

- There are 6 general learning outcomes that address skills and processes for safe procedures in experiments and the use of the scientific method, representation of results and information, and cooperative behavior
- Students will develop the skills required for scientific and technological inquiry, solving problems, communicating scientific ideas and results, working collaboratively, and making informed decisions
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/english/sciences/science-grade-10>.

New Curriculum

Science 10

This course is intended to be a direct replacement for the Science 10 course.

Content

- Course is a Science survey focused on scientific understanding in the following areas:
 - Biology
 - Chemistry
 - Physics
 - Earth/space
- The content is organized conceptually and includes expected knowledge in the following areas:
 - Genetics
 - Chemical processes
 - Energy conservation
 - Energy transformation
 - Formation of the universe
- Relationship between variables, including formulae, is supported in the elaborations

Skill Development

- 31 well-developed learning standards organized into 6 areas using a scientific inquiry model:
 - Questioning and predicting
 - Planning and conducting
 - Processing and analyzing data and information
 - Evaluating
 - Applying and innovating
 - Communicating
- First Peoples knowledge and a place-based perspective are embedded throughout
- The curricular competencies are aligned between all areas of senior science, grades 10–12

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/science/en_s_10_elab.pdf.



Existing IRPs

Sustainable Resources 11

Content

- Course is focused on sustaining Earth's resources and career opportunities within the sector
- 30 detailed PLOs
- Organized into six modules using the following curricular organizers:
 - Agriculture (6 PLOs)
 - Fisheries (6 PLOs)
 - Forestry (6 PLOs)
 - Mining (6 PLOs)
 - Energy (5 PLOs)
 - Career Opportunities (1 PLO)

Skill Development

- Students will develop the skills required for scientific and technological inquiry, solving problems, communicating scientific ideas and results, working collaboratively, and making informed decisions
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/english/sciences/sustainable-resources-11-and-12>.

New Curriculum

Environmental Science 11

This course is intended to be a direct replacement for the Sustainable Resources 11 course.

Content

- Course has a local focus on environmental learning and includes 12 learning standards
- The content is organized conceptually and includes expected knowledge in the following areas:
 - Diversity in Local Ecosystems
 - Processes and Changes in Local Ecosystems
 - Sustainability in Local Ecosystems
 - Conservation and Restoration of Ecosystems

Skill Development

- 31 well-developed learning standards organized into 6 areas using a scientific inquiry model:
 - Questioning and predicting
 - Planning and conducting
 - Processing and analyzing data and information
 - Evaluating
 - Applying and innovating
 - Communicating
- First Peoples knowledge and a place-based perspective are embedded throughout
- The curricular competencies are aligned between all areas of senior science, grades 10–12

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/science/en_s_11_ens_elab.pdf.



Existing IRPs

Sustainable Resources 12

Content

- Course is focused on sustainability of resources
- 76 detailed PLOs
- Organized into six modules using the following curricular organizers:
 - Agriculture (19 PLOs)
 - Fisheries (19 PLOs)
 - Forestry (19 PLOs)
 - Mining (19 PLOs)

Skill Development

- Students will develop the skills required for scientific and technological inquiry, solving problems, communicating scientific ideas and results, working collaboratively, and making informed decisions
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/english/sciences/sustainable-resources-11-and-12>.

New Curriculum

Environmental Science 12

This course is intended to be a direct replacement for the Sustainable Resources 12 course.

Content

- Course has a global focus on environmental learning and includes 13 learning standards
- The content is organized conceptually and includes expected knowledge in the following areas:
 - Global Water Systems
 - Global Warming and Climate Change
 - Land Use and Sustainability
 - Global Environmental Changes

Skill Development

- 31 well-developed learning standards organized into 6 areas using a scientific inquiry model:
 - Questioning and predicting
 - Planning and conducting
 - Processing and analyzing data and information
 - Evaluating
 - Applying and innovating
 - Communicating
- First Peoples knowledge and a place-based perspective are embedded throughout
- The curricular competencies are aligned between all areas of senior science, grades 10–12

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/science/en_s_12_ens_elab.pdf.



Existing IRPs

There is no existing Ministry of Education **Specialized Science 12** course.

New Curriculum

Specialized Science 12

This course is a new course comprised of five modules. Teachers combine a *minimum of two modules* to create a specialized science course offering.

Content

- There are a total of 43 learning standards
- The content is organized conceptually and includes knowledge in the following areas:
 - Environmental Science
 - Biology
 - Chemistry
 - Physics
 - Earth and Space

Skill Development

- 31 well-developed learning standards organized into 6 areas using a scientific inquiry model:
 - Questioning and predicting
 - Planning and conducting
 - Processing and analyzing data and information
 - Evaluating
 - Applying and innovating
 - Communicating
- First Peoples knowledge and a place-based perspective are embedded throughout
- The curricular competencies are aligned between all areas of senior science, grades 10–12

For detailed information on the new curriculum, please see <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/>.