BC Curriculum Comparison Guide

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BRITISH COLUMBIA | Ministry of Education

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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.

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Home Economics and Culinary Arts

New Curriculum

Family Studies 10 (MFM--10/FM 10)

Content

- The Families and Society module of Family Studies 10–12 focuses on the role of family in society
- 12 detailed PLOs in this module
- Organized using the following curricular organizers:
  - Families in a Changing World
  - Living in a Family
  - Facing Family Challenges
  - Career Opportunities
- This modularized course is comprised of 1 of the 6 available modules

Skill Development

- No outcomes focus on the development of skills
- 3 outcomes that encourage critical thinking

For detailed information on the Home Economics: Family Studies 10 to 12 IRP please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_famstudies1012.pdf.

Family and Society 10 (MFAMS10/FAMS 10)

This course is intended to directly replace Family Studies 10 to 12 – Family Studies 10.

Content

- 10 learning standards related to aspects of family, organized conceptually to address:
  - service design opportunities and cultural factors
  - influences on the family
  - societal factors and interpersonal relationships
  - problem-solving models
  - challenges for families and the role of children in families
- Focus includes local and global perspectives on family

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 26 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/adst/10/family-and-society.

Old Curriculum

Family Studies 11 (MFM--11/FM 11)

Content

- The Interpersonal and Family Relationships Module in Family Studies 10–12 focuses on the variety of interpersonal relationships that may be formed over life
- 20 detailed PLOs in this module
- Organized using the following curricular organizers:
    o Forming Relationships
    o The Committed Relationship
    o Changes in Relationships
    o Effective Communication in Interpersonal Relationships
    o Wellness and Safety in Interpersonal Relationships
    o Career Opportunities
- This modularized course is comprised of 1 of the 6 available modules

Skill Development

- One outcome that focuses on the development of a skill
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the Home Economics: Family Studies 10 to 12 IRP please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_famstudies1012.pdf.

New Curriculum

Interpersonal and Family Relationships 11 (MIAFR11/IAFR 11)

Content

- 7 learning standards related to aspects of interpersonal relationships (including families), organized conceptually to address:
    o forming and ending relationships
    o legislation related to personal relationships
    o healthy and unhealthy relationships
    o community and cultural influences
- Focus includes local and global perspectives on interpersonal relationships

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 27 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    o Understanding Context
    o Defining
    o Ideating
    o Prototyping
    o Testing
    o Making
    o Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_interpersonal-and-family-relationships_elab.pdf.

Family Studies 12 (MFM--12/FM 12)

Content

- Other modules in this course are connected with learning described elsewhere
- The Housing and Environments module of Family Studies 10–12 focuses on housing needs, and how they may change over the life cycle
- 22 detailed PLOs in this module
- Organized using the following curricular organizers:
  - o Housing and Society
  - o Establishing Independent Living
  - o Design for Living
  - o Consumer Housing Options
  - o Career Opportunities
- This modularized course is comprised of 1 of the 6 available modules

Skill Development

- 4 learning outcomes that describe the application of skills
- 4 learning outcomes that encourage critical thinking about aspects of housing

For detailed information on the Home Economics: Family Studies 10 to 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_famstudies1012.pdf.

Housing and Living Environments 12 (MHALE12/HALE 12)

Content

- 10 learning standards related to housing in a variety of contexts, organized conceptually to address:
  - o service design opportunities
  - o building and architecture and societal trends
  - o regulations regarding shelter and housing
  - o policies and other influences regarding land use, building and renovation of housing
  - o cultural sensitivity and cultural appropriation
  - o financial considerations
  - o exterior and interior design
  - o housing options
- Focus includes local and global perspectives on housing

Curricular Competency Development

- A consistent framework for Curricular Competencies has been established. 27 well-developed learning standards organized into 3 areas using a design thinking model:
- Applied Design
  - o Understanding Context
  - o Defining
  - o Ideating
  - o Prototyping
  - o Testing
  - o Making
  - o Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_housing-and-living-environments_elab.pdf.

Human Services 11 (MHS--1A,B,C/HS 11A,B,C)

Discontinued

Content

- A Career Prep course focused on careers that provide services to people in a variety of ages and settings
- 60 detailed objectives
- Organized using the following major topics:
  - o Human Relations
  - o Career Opportunities
  - o The Employment Field
  - o Safety in the Workplace

Skill Development

- Human Services 11 is intended to be experiential in nature
- No consistent framework in the curriculum guide for the development of critical thinking

For detailed information on the Human Services 11 and 12 – Curriculum Guide, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1987cg_humanservices.pdf.

Human Services 12 (MHS--2A,B,C/HS 12A,B,C)

Content

- A Career Prep course focused on careers that provide services to people in a variety of ages and settings
- 131 detailed objectives
- Organized using the following major topics:
  - o Children's Services: the field
  - o Child Development
  - o Essentials for Healthy Development
  - o Special Needs

Skill Development

- Human Services 12 is intended to be experiential in nature
- No consistent framework in the curriculum guide for the development of critical thinking

For detailed information on the Human Services 11 and 12 – Curriculum Guide, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1987cg_humanservices.pdf.

Child Development and Caregiving 12 (MCDAC12/CDAC 12)

This course stems from Human Services 12 and Family Studies 10–12, Child Development and Parenting module.

Content

- 11 learning standards related to aspects of child development and caregiving, organized conceptually to address:
  - o service design opportunities
  - o pregnancy and birth
  - o child development to age 12 and the role of play
  - o nutritional needs and feeding practices
  - o regulations regarding child protection and child care
  - o caregiving and childcare options
  - o community resources
- Focus includes local and global perspectives on child development and caregiving

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 27 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - o Understanding Context
  - o Defining
  - o Ideating
  - o Prototyping
  - o Testing
  - o Making
  - o Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_child-development-and-caregiving_elab.pdf.

Foods and Nutrition 10 (MFDN-10/FDN 10)

Content

- Course is focused on food theory, nutrition, and food preparation
- 17 detailed PLOs
- Organized using the following curricular organizers:
    - Food Preparation Foundations
    - Food Preparation Techniques
    - Nutrition and Healthy Eating
    - Social, Economic, and Cultural Influences
    - Career Opportunities

Skill Development

- 2 outcomes that deal with demonstration of safety, one with regard to food safety/foodborne illnesses and one that focuses on safe and correct techniques for food handling
- 7 outcomes that focus on the demonstration of a variety of food preparation skills, including nutrition
- Some attempt for the development of critical thinking in the document

For detailed information on the Home Economics: Foods and Nutrition 8 to 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_foodnutri812.pdf.

Food Studies 10 (MFOOD10/FOOD 10)

This course is intended to be a direct replacement for Foods and Nutrition 10.

Content

- 8 learning standards, organized conceptually with a focus on:
- health through nutrition and food safety
- social and cultural influences, including First Peoples protocols
- environmental, economic and ethical influences and impacts
- Focus includes local and global perspectives on food systems and preparation

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 29 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/adst/10/food-studies.

Foods and Nutrition 11 (MFDN-11/FDN 11)

Content

- Course is focused on food theory, nutrition, and food preparation
- 17 detailed PLOs
- Organized using the following curricular organizers:
    o Food Preparation Foundations
    o Food Preparation Techniques
    o Nutrition and Healthy Eating
    o Social, Economic, and Cultural Influences
    o Career Opportunities

Skill Development

- 2 outcomes that deal with demonstration of safety, one with regard to food safety/foodborne illnesses and one that focuses on safe and correct techniques for food handling
- 6 outcomes that focus on the demonstration of a variety of food preparation skills, including nutrition
- One outcome that encourages the development of critical thinking about food marketing practices

For detailed information on the Home Economics: Foods and Nutrition 8 to 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_foodnutri812.pdf.

Food Studies 11 (MFOOD11/FOOD 11)

This course is intended to be a direct replacement for Foods and Nutrition 11.

Content

- 8 learning standards, organized conceptually with a focus on:
    o food security
    o nutrition
    o food safety
    o marketing and promotion
    o recipe modification
- Focus includes local and global perspectives on food systems and preparation

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 27 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    o Understanding Context
    o Defining
    o Ideating
    o Prototyping
    o Testing
    o Making
    o Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_food-studies_elab.pdf.

Foods and Nutrition 12 (MFDN-12/FDN 12)

Content

- Course is focused on food theory, nutrition, and food preparation
- 17 detailed PLOs
- Organized using the following curricular organizers:
  - Food Preparation Foundations
  - Food Preparation Techniques
  - Nutrition and Healthy Eating
  - Social, Economic, and Cultural Influences
  - Career Opportunities

Skill Development

- 2 outcomes that deal with demonstration of safety, one with regard to food safety/foodborne illnesses and one that focuses on safe and correct techniques for food handling
- 5 outcomes that focus on the demonstration of a variety of advanced food preparation skills, including nutrition
- 3 outcomes that allow for development of critical thinking skills

For detailed information on the Home Economics: Foods and Nutrition 8 to 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_foodnutri812.pdf.

Food Studies 12 (MFOOD12/FOOD 12)

This course is intended to be a direct replacement for Foods and Nutrition 12.

Content

- 11 Learning standards organized conceptually, with a focus on:
  - recipe design and multi-course development and preparation
  - food justice
  - government policies
  - indigenous food sovereignty
  - health
  - interpersonal and consultation skills, and career options
- Focus includes local and global perspectives on food systems and preparation

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 27 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_food-studies_elab.pdf.

*No pre-existing Ministry-developed **Specialized Studies in Food 12** course.*

Specialized Studies in Food 12 (MSPSF12/SPSF 12)

Content

- 10 Learning standards organized conceptually, with a focus on:
    - specialized recipe design and food preparation and methods for specialized cuisine
    - food science
    - artistic elements in culinary arts
    - government policies
    - food trends
    - interpersonal and consultation skills, and career options
- Focus includes local and global social, ethical and environmental perspectives on food systems

Curricular Competencies Development

A consistent framework for Curricular Competencies has been established. 27 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing

- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_specialized-studies-in-food_elab.pdf.

*No pre-existing Ministry-developed **Culinary Arts 10** course.*

Culinary Arts 10 (MCUL-10/CUL 10)

This course is a new Ministry-developed course which came out of a spectrum of existing BAA courses.

Content

- 10 learning standards organized conceptually to address:
  - culinary best practices
  - safe food handling and personal safety
  - food service tools and equipment
  - units and measurements
  - culinary ingredients
  - introduction of cooking methodology
  - First Peoples food culture and local foods
  - ethics of cultural appropriation
- Focus on the introduction of skills, content knowledge, creative capacity required for commercial food preparation

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 29 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/adst/10/culinary-arts.

Cafeteria Training 11 (MCAFT11/CAFT 11)

Content

- Focus on high-volume food preparation and service
- 20 detailed PLOs
- Organized using the following curricular organizers:
    - Safety, Sanitation, and Equipment
    - Principles of Food Preparation
    - Food Preparation
    - Food Service

Skill Development

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

For detailed information on the Home Economics 11 and 12: Cafeteria Training, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998he_cafeteriatrng1112.pdf.

Culinary Arts 11 (MCUL-11/CUL 11)

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

Content

- 12 learning standards organized conceptually to address:
    - culinary best practices
    - microbiology of pathogens
    - principles of cooking and operational procedures
    - artistic elements of the culinary arts
    - BC agricultural practices
    - literacy as it pertains to culinary studies
    - ethical, social, and environmental considerations
    - food security and sustainability
    - dietary restrictions and food allergies
- Focus on the skills and content knowledge required in commercial food preparation including ethical, social, and environmental issues

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 27 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_culinary-arts_elab.pdf.

Cafeteria Training 12 (MCAFT12/CAFT 12)

Content

- Focused on high-volume food preparation and service
- 19 detailed PLOs
- Organized using the following curricular organizers:
  - Safety, Sanitation, and Equipment
  - Principles of Food Preparation
  - Food Preparation
  - Food Service

Skill Development

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

For detailed information on the Home Economics 11 and 12: Cafeteria Training, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998he_cafeteriatrng1112.pdf.

Culinary Arts 12 (MCUL-12/CUL 12)

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

Content

- 14 learning standards organized conceptually to address:
  - culinary best practices
  - professional responsibility and liabilities
  - technology and culinary tools advancements
  - artistic elements of the culinary arts
  - selection, characteristics, seasoning and substitutions and properties of culinary ingredients
  - ethnic and multicultural cuisine
  - social perceptions
- Focus on the skills and content knowledge required for menu design and execution in commercial food preparation
- Includes exploration of career opportunities both directly and indirectly related to culinary arts

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 32 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_culinary-arts_elab.pdf.

Textiles 10 (MTXT-10/TXT 10)

Content

- Course is focused on textile and design theory, and clothing construction
- 17 detailed PLOs
- Organized using the following curricular organizers:
  - Textile Foundations
  - Constructing Textile Items
  - Applying Creative Processes
  - Factors affecting Textile Choice and Use
  - Career Opportunities

Skill Development

- 2 outcomes that deal with a demonstration of safe and correct use of tools and equipment
- 7 outcomes that deal with the demonstration of textile production skills
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the Home Economics: Textiles 8 to 12 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_textiles812.pdf.

Textiles 10 (MTXT-10/TXT 10)

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

Content

- 7 learning standards, organized conceptually, with a focus on:
  - design opportunities
  - textiles origins
  - principles of design
  - First Peoples current and traditional textiles knowledge and practice
  - textile choice
  - pattern alteration

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 25 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/adst/10/textiles.

Textiles 11 (MTXT-11/TXT 11)

Content

- Course is focused on textile and design theory, and clothing construction
- 18 detailed PLOs
- Organized using the following curricular organizers:
    - Textile Foundations
    - Constructing Textile Items
    - Applying Creative Processes
    - Factors affecting Textile Choice and Use
    - Career Opportunities

Skill Development

- 2 outcomes that deal with a demonstration of safe and correct use of tools and equipment
- 8 outcomes that deal with the demonstration of textile production skills
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the Home Economics: Textiles 8 to 12 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_textiles812.pdf.

Textiles 11 (MTXT-11/TXT 11)

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

Content

- 9 learning standards organized conceptually, with a focus on:
    - symbolism in design
    - textile selection
    - physical and chemical properties of fabrics
    - pattern modification
    - economical and ethical issues
- Focus on local and global perspectives on textile use

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 27 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_textiles_elab.pdf.

Textiles 12 (MTXT-12/TXT 12)

Content

- Course is focused on textile and design theory, and increasingly advanced clothing construction
- 18 detailed PLOs
- Organized using the following curricular organizers:
    - Textile Foundations
    - Constructing Textile Items
    - Applying Creative Processes
    - Factors Affecting Textile Choice and Use
    - Career Opportunities

Skill Development

- 2 outcomes that deal with a demonstration of safe and correct use of tools and equipment
- 2 outcomes that deal with the demonstration of advanced textile production skills
- 3 outcomes that allow for development of critical thinking skills

For detailed information on the Home Economics: Textiles 8 to 12 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_textiles812.pdf.

Textiles 12 (MTXT-12/TXT 12)

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

Content

- 12 learning standards organized conceptually, with a focus on:
    - pattern design
    - textile manipulation
    - legislation regarding textile production and care
    - history of textile use
    - First Peoples textile use, knowledge and practices
    - ethical and environmental issues, including cultural appropriation
    - textile forecasting
    - design for the life cycle
    - Focus on local and global perspectives in textile use

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 30 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing

- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_textiles_elab.pdf.

*No pre-existing Ministry-developed **Fashion Industry 12** course.*

Fashion Industry 12 (MFIND12/FIND 12)

Content

- 12 learning standards organized conceptually, with a focus on:
    - elements and principles of design, as they relate to fashion design and fashion collections history of, and historical, social and cultural influences on, clothing design and choices
    - fashion supply chain
    - marketing and merchandising strategies
    - legal, ethical and environmental issues, including cultural appropriation
    - design for the life cycle

- Focus on local and global perspectives in fashion design

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 29 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing

- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_fashion-industry_elab.pdf.

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Business Education

Business Education 10: General (MBEG-10/BEG 10) — *Discontinued*

Business Education 10: Business Communications (MBEC-10/BEC 10) — *Discontinued*

Content

- Introduces concepts used in task-oriented development of documents and presentations
- 5 detailed PLOs
- This course is one of five within a collection of 5, each with a curriculum focused on:
  - Business Communications
  - Finance
  - Entrepreneurship
  - Marketing
  - Economics

Skill Development

- Keyboarding and use of communication tools
- Presentation skills

For detailed information on the Business Education 8 to 10 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1997bused810.pdf.

Business Education 10 – Finance and Economics (MBEF-10/BEF 10)

Discontinued

Content

- Introduces concepts used in economic forecasting, market assessment, and competition
- 4 detailed PLOs
- This course is one of five within a collection of 5, each with a curriculum focused on:
  - o Business Communications
  - o Finance
  - o Entrepreneurship
  - o Marketing
  - o Economics

Skill Development

- Supply-and-demand graph interpretation
- Connecting economics to standard of living
- Problem solving

For detailed information on the Business Education 8 to 10 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1997bused810.pdf.

Business Education 10: Entrepreneurship (MBEE-10/BEE 10)

Content

- Introduces concepts used in a basic business plan and career paths
- 2 detailed PLOs
- This course is one of five within a collection of 5, each with a curriculum focused on:
    o Business Communications
    o Finance
    o Entrepreneurship
    o Marketing
    o Economics

Skill Development

- Use of technology
- Individual and group skills
- Research and critical thinking
- Problem solving

For detailed information on the Business Education 8 to 10 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1997bused810.pdf.

Entrepreneurship and Marketing 10 (MADEM10/ADEM 10)

This course is intended to replace learning previously held in Entrepreneurship 10 and Marketing 10.

Content

- 11 learning standards, organized conceptually to address:
    o entrepreneurial opportunity
    o innovation and invention
    o cultural appropriation
    o product development
    o barriers to entrepreneurship
    o ethical marketing
    o focus on combining principles of business development with market awareness

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 30 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    o Understanding Context
    o Defining
    o Ideating
    o Prototyping
    o Testing
    o Making
    o Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/adst/10/entrepreneurship-and-marketing.

Business Education 10: Marketing (MBEM-10/BEM 10)

Content

- Introduces the marketing mix (4 Ps of marketing) and market opportunities
- 5 detailed PLOs
- This course is one of five within a collection of 5, each with a curriculum focused on:
  - Business Communications
  - Finance
  - Entrepreneurship
  - Marketing
  - Economics

Skill Development

- Use of technology
- Individual and group skills
- Research and critical thinking
- Problem solving

For detailed information on the Business Education 8 to 10 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1997bused810.pdf.

Entrepreneurship and Marketing 10 (MADEM10/ADEM 10)

This course is intended to replace learning previously held in Entrepreneurship 10 and Marketing 10.

Content

- 11 learning standards, organized conceptually to address:
  - entrepreneurial opportunity
  - innovation and invention
  - cultural appropriation
  - product development
  - barriers to entrepreneurship
  - ethical marketing
  - focus on combining principles of business development with market awareness

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 30 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/adst/10/entrepreneurship-and-marketing.

Entrepreneurship 12 (MENT-12/ENT 12)

Content

- Introduces the marketing mix (4 Ps of marketing) and market opportunities
- 5 detailed PLOs
- Organized using the following curricular organizers:
    - Entrepreneurial Concepts
    - Business Plan Formation
    - Business Plan Operation
    - Teamwork and Networking

Skill Development

- Use of technology
- Individual and group skills
- Research and critical thinking
- Problem solving

For detailed information on the Business Education 11 and 12 and Economics 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

Entrepreneurship 12 (MENT-12/ENT 12)

This course is intended to be a direct replacement for Business Education11 and 12 and Economics 12 – Entrepreneurship 12.

Content

- 10 learning standards, organized conceptually to address:
    - recognizing entrepreneurial opportunities
    - global market and local economic trends
    - intellectual property
    - design for the life cycle
    - cultural appropriation
    - financial considerations

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 31 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_entrepreneurship_elab.pdf.

Marketing 11 (MMK--11/MK 11)

Content

- Focused on the introduction of Marketing principles
- 24 detailed PLOs
- Organized using the following curricular organizers:
    - Marketing Concepts
    - Marketing Research
    - Marketing Practice
    - Marketing Strategies

Skill Development

Skills development is universally built into the business education curriculum which include:

- Use of technology
- Individual and group skills
- Research and critical thinking
- Problem solving

For detailed information on the Business Education 11 and 12 and Economics 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

Marketing and Promotion 11 (MMAP-11/MAP 11)

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

Content

- 9 learning standards organized conceptually to address:
    - targeting markets
    - influential advertising
    - marketing and promotion processes and strategies, including corporate sponsorship
    - cultural appropriation
    - risk assessment
    - various forms of advertisement

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 25 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_marketing-and-promotion_elab.pdf.

Marketing 12 (MMK--12/MK 12)

Content

- Focus on Marketing in a global context
- 16 detailed PLOs
- Organized using the following curricular organizers:
    - Global Marketing
    - Marketing Research
    - Marketing Strategies

Skill Development

Skills development is universally built into the business education curriculum which include:

- Applied skills
- Individual and group skills
- Research and critical thinking
- Problem solving

For detailed information on the Business Education 11 and 12 and Economics 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

E-Commerce 12 (MECOM12/ECOM 12)

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

Content

- 16 learning standards organized conceptually to address:
    - adding value and the associated entrepreneurial opportunities
    - evolution and nature of local and global e-commerce
    - economics of e-commerce
    - revenue models
    - cyber-marketing
    - cultural appropriation
    - best practices
    - development and evolution of digital retail environments

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 31 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_e-commerce_elab.pdf.

Accounting 11 (MAC--11/AC 11)

Content

- This course focused on the application of accounting principles
- 19 detailed PLOs
- Organized using the following curricular organizers:
  - Accounting Concepts
  - Financial Data
  - Presentation
  - Analysis

Skill Development

Skills development is universally built into the business education curriculum which include:

- Applied skills
- Individual and group skills
- Research and critical thinking
- Problem solving

For detailed information on the Business Education 11 and 12 and Economics 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

Accounting 11 (MAC--11/AC 11)

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

Content

- 14 learning standards organized conceptually to address:
  - current accounting standards and practices
  - accounting cycle, principles and equation
  - financial documents
  - financial decision making
  - best practices
  - career opportunities

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 24 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_accounting_elab.pdf.

Accounting 12 (MAC--12/AC 12)

Content

- Focuses on the application of Accounting principles
- 20 detailed PLOs
- Organized using the following curricular organizers:
  - Financial Data
  - Presentation
  - Analysis

Skill Development

Skills development is universally built into the business education curriculum which include:

- Applied skills
- Individual and group skills
- Research and critical thinking
- Problem solving

For detailed information on the Business Education 11 and 12 and Economics 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

Accounting 12 (MAC--12/AC 12)

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

Content

- 14 learning standards organized conceptually to address:
  - financial reporting for sole proprietorships, co-operatives, partnerships and corporations
  - accounting principles and practices
  - payroll processes, inventory systems
  - specialized accounting
  - internal controls
  - best practices
  - career opportunities
  - detailed accounting reports

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 24 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_accounting_elab.pdf.

Financial Accounting 12 (MFA--12/FA 12)

Content

- Focused on Financial Accounting principles and practice
- 31 detailed PLOs
- Organized using the following curricular organizers:
    - Financial Concepts
    - Financial Data
    - Presentation
    - Analysis

Skill Development

Skills development is universally built into the business education curriculum which include:

- Applied skills
- Individual and group skills
- Research and critical thinking
- Problem solving

For detailed information on the Business Education 11 and 12 and Economics 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

Financial Accounting 12 (MFA--12/FA 12)

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

Content

- 16 learning standards organized conceptually to address:
    - advanced accounting systems
    - specialized accounting
    - tax systems
    - corporate accounting
    - accounting journals
    - best practices
    - career options
    - short and long term assets

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 24 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_financial-accounting_elab.pdf.

Business Computer Applications 11 (MBCA-11/BCA 11)

Discontinued

Content

- Focused on global approaches to business communication including technological applications
- 18 detailed PLOs
- Organized using the following curricular organizers:
  - Skills development
  - Business Communication
  - Technology Applications
  - Presentations

Skill Development

Skills development is universally built into the business education curriculum which include:

- Applied skills
- Individual and group skills
- Research and critical thinking
- Problem solving

For detailed information on the Business Education 11 and 12 and Economics 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

*No pre-existing Ministry-developed **Business Computer Applications 12** course.*

Business Computer Applications 12 (MBCA-12/BCA 12)

Content

- 11 learning standards organized conceptually to address:
    - computer peripherals
    - basic operating systems and industry standard business application software
    - integrating multiple software components
    - business approach to creating and formatting documents
    - meeting protocol and etiquette
    - best practices
    - career options and opportunities
    - file management
    - cloud-based options

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 30 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_business-computer-applications_elab.pdf.

Business Information Management 12 (MBIM-12/BIM 12)

Discontinued

Content

- Focus on proficiency in the application of industry-standard word processing and desktop publishing software
- 15 detailed PLOs
- Organized using the following curricular organizers:
  - Skills development
  - Business Communications
  - Presentations

Skill Development

Skills development is universally built into the business education curriculum which include:

- Applied skills
- Individual and group skills
- Research and critical thinking
- Problem solving

For detailed information on the Business Education 11 and 12 and Economics 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

Data Management 12 (MDM--12/DM 12)

Discontinued

Content

- Addresses proficiency with advanced spreadsheet, database, and presentation software
- 12 detailed PLOs
- Organized using the following curricular organizers:
    - Technology Applications
    - Solution Design
    - Presentations

Skill Development

Skills development is universally built into the business education curriculum which include:

- Applied skills
- Individual and group skills
- Research and critical thinking
- Problem solving

For detailed information on the Business Education 11 and 12 and Economics 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

Economics 12 (MEC--12/EC 12)

Content

- 27 learning outcomes organized into 3 main content categories:
    - factors of production
    - role of markets
    - role of government

Skill Development

- 13 learning outcomes focusing on statistical and theoretical analysis and reporting of data

For detailed information on the Business Education 11 and 12 and Economics 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

Economics 12 (MEC--12/EC 12)

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

Content

- 21 learning standards organized conceptually to address:
    - the economic problem
    - macro- and micro-economics
    - business cycle
    - government actions and impacts
    - local and global markets
    - career opportunities
    - best practices
    - economic indicators

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 23 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_economics_elab.pdf.

Management Innovation 12 (MMI--12/MI 12)

Discontinued

Content

- Addresses business development processes, legal considerations, and management strategy
- 26 detailed PLOs
- Organized using the following curricular organizers:
  - Organizing for Business
  - Managing for Business
  - Opportunities within Organizations
  - Entrepreneurship in Organizations

Skill Development

Skills development is universally built into the business education curriculum which include:

- Applied skills
- Individual and group skills
- Research and critical thinking
- Problem solving

For detailed information on the Business Education 11 and 12 and Economics 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

Tourism 11 (MTRM-11/TRM 11)

Content

- Course is focused on careers and skills relevant to the tourism industry
- 25 detailed PLOs
- Organized using the following modules as curricular organizers:
    - Introduction to Tourism
    - Positive Attitudes of the Tourism Professional
    - Transferable Skills of the Tourism Professional
    - Preparing to Succeed in the Tourism Industry

Skill Development

- 2 modules focused on employability and collaborative skills required for the tourism industry
- Learning connected to career planning in the tourism sector

For detailed information on the Tourism 11 and 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2006pg_tourism1112.pdf.

Tourism 11 (MTRM-11/TRM 11)

Content

- 16 learning standards related to aspects of the tourism industry, organized conceptually to address:
    - service and product design and delivery for the life cycle
    - sectors of the industry and the changing marketplace
    - economic and market development
    - agencies and local factors that affect and influence tourism
    - First Peoples tourism and local/provincial markets
    - cultural sensitivity and etiquette, and cultural appropriation
    - hospitality and communication skills

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 27 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_tourism_elab.pdf.

Tourism 12 (MTRM-12/TRM 12)

Content

- Course is focused on business operations and industry experience in the tourism sector
- 27 detailed PLOs
- Organized using the following modules as curricular organizers:
  - o Travel Planning
  - o Tourism Operations
  - o The Business of Tourism
  - o Tourism Industry Experience

Skill Development

- 1 module focused on business skills relevant to the tourism industry
- 1 module focused on application of attitudes, skills, and tourism knowledge

For detailed information on the Tourism 11 and 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2006pg_tourism1112.pdf.

Tourism 12 (MTRM-12/TRM 12)

Content

- 12 learning standards related to aspects of the tourism industry, organized conceptually to address:
  - o service and product design and delivery across multiple sectors for the life cycle
  - o market research strategies
  - o labour, stakeholders, and disruptors
  - o global issues in tourism
  - o First Peoples tourism and other emerging trends
  - o cultural sensitivity and etiquette, and cultural appropriation
  - o hospitality and communication skills

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 28 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - o Understanding Context
  - o Defining
  - o Ideating
  - o Prototyping
  - o Testing
  - o Making
  - o Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_tourism_elab.pdf.

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Information and Communications Technology

Information Technology 10 (MINT-10/INT 10)

Content
- 7 common PLOs shared across all ICT 8–-10 courses
- 20 detailed subject-specific PLOs
- Organized using the following curricular organizers:
    - Foundations
    - Process
    - Presentation

Skill Development
- General outcomes related to keyboarding, information management, and various applications for information technology
- Development of problem solving skills by connecting tools, software, and processes to situational challenges

For detailed information on the Information Technology 8 to 10 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1996infotech810.pdf.

Web Development 10 (MWBDV10/WBDV 10)

Content
- 15 detailed subject-specific Learning Standards
- Course is focused on aspects of web development that address:
    - design opportunities
    - website function and interactivity
    - content management systems
    - website interactivity, development and publishing
    - domain and hosting options
    - accessibility and functionality in web design
    - security and privacy
    - database creating and management principles
    - cultural appropriation
    - user interface (UI) and user experience (UX)

Curricular Competency Development
A consistent framework for Curricular Competencies has been established. 24 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/adst/10/web-development.

*No pre-existing Ministry-developed **Computer Studies 10** course.*

Computer Studies 10 (MCSTU10/CSTU 10)

Content

- 18 detailed subject-specific Learning Standards
- Course is focused on concepts in computer studies that address:
    - design opportunities
    - hardware, peripherals and devices
    - OS, software, cloud computing, and business applications
    - programming concepts, troubleshooting processes and preventative maintenance
    - wired and wireless
    - evolution of digital technology
    - computational thinking
    - safety, security risks and digital literacy

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 26 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/adst/10/computer-studies.

Old Curriculum	New Curriculum

ICT: Modular Survey Course 11 (MICTX11/ICTX 11)   *Discontinued*

ICT: Modular Survey Course 12 (MICTX12/ICTX 12)   *Discontinued*

For detailed information on the Information and Communications
Technology 11 and 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

ICT: Applied Digital Communications 11 (MICTC11/ICTC 11)

Content

- 11 common *Nature of ICT* PLOs (shared across all ICT 11/12 courses)
- 28 detailed subject-specific PLOs
- Organized using the following curricular organizers:
  - Gathering and Processing 1
  - Refining and Organizing 1
  - Presenting and Communicating 1
  - New Technologies 1
- Focus on development of computer-related data and information management and digital communication skills essential for employability

Skill Development

- General outcomes of organization, manipulation, evaluation, and presentation of digital information within a variety of platforms
- Development of critical thinking skills through sorting, reviewing, and analyzing data and information

For detailed information on the Information and Communications Technology 11 and 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

Digital Communications 11 (MDCOM11/DCOM 11)

Content

- 17 detailed subject-specific Learning Standards
- Course is focused on concepts in computer studies that address:
  - design opportunities and design cycle
  - digital tools
  - writing for the web
  - changes in journalism and reporting
  - critical evaluation of online sources
  - social media integration and impact
  - issues, risks, ethics and legalities
  - technology to support collaboration
  - influence of digital marketing on online writing

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 30 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_digital-communications_elab.pdf.

ICT – Applied Digital Communications 12 (MICTC12/ICTC 12)

Discontinued

Content

- 11 common *Nature of ICT* PLOs (shared across all ICT 11/12 courses)
- 31 detailed subject-specific PLOs
- Organized using the following curricular organizers:
  - o   Gathering and Processing 2
  - o   Refining and Organizing 2
  - o   Presenting and Communicating 2
  - o   New Technologies 2

Skill Development

- Advanced outcomes of organization, manipulation, evaluation, and presentation of digital information within a variety of platforms
- Continued development of critical thinking skills through sorting, reviewing, evaluating and analyzing data and information

For detailed information on the Information and Communications Technology 11 and 12 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

ICT – Digital Media Development 11 (MICTM11/ICTM 11)

Content

- 11 common *Nature of ICT* PLOs (shared across all ICT 11/12 courses)
- 35 detailed subject-specific PLOs
- Organized using the following curricular organizers:
  - o Desktop Digital Video 1
  - o 2D Graphic Design and Publishing 1
  - o 3D Design and Animation 1
  - o Web Publishing 1

Skill Development

- Processes and tools involved in digital video production
- Processes and tools used in the production of 2D documents
- Processes and software tools used in the production of digital animation files, web page files, and personal web sites

For detailed information on the Information and Communications Technology 11 and 12 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

Discontinued

ICT – Digital Media Development 12 (MICTM12/ICTM 12)

Content

- 11 common *Nature of ICT* PLOs (shared across all ICT 11/12 courses)
- 31 detailed subject-specific PLOs
- Organized using the following curricular organizers:
    - Desktop Digital Video 2
    - 2D Graphic Design and Publishing 2
    - 3D Design and Animation 2
    - Web Publishing 2

Skill Development

- Desktop video production and files management
- Graphic and desktop documents using graphic and layout tools
- Use of motion, layering, and sound tools
- Demonstrate awareness and use of web solution tools

For detailed information on the Information and Communications Technology 11 and 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

Digital Media Development 12 (MDMD-12/DMD 12)

Content

- 15 detailed learning standards
- Focus on concepts in digital media development that include:
    - design opportunities and design cycle
    - development and manipulation of 2D, 3D, audio, and video media
    - digital animation
    - digital sound and data compression
    - desktop video production
    - user-centred design
    - cultural appropriation
    - graphic design standards and principles

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 31 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_digital-media-development_elab.pdf.

ICT – Computer Information Systems 11 (MICTS11/ICTS 11)

Content

- Course is focused on the understanding and management of both computer hardware and software including the role of networks and internetworking concepts, standards, and protocols.
- 11 common *Nature of ICT* PLOs (shared across all ICT 11/12 courses)
- 40 detailed subject-specific PLOs
- Organized using the following curricular organizers:
    - o Workstations and Communications 1
    - o Systems and Management 1
    - o Network Technologies 1
    - o Internetworking Concepts 1

Skill Development

- Management and maintenance of computer hardware, software, and networks
- Description and identification of computer hardware, software, and networks

For detailed information on the Information and Communications Technology 11 and 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

Computer Information Systems 11 (MCINF11/CINF 11)

Content

- 18 detailed learning standards
- Course is focused on aspects of computer information systems that include:
    - o design opportunities
    - o evolution of computer technology
    - o understanding and managing computer hardware, software, peripherals, and networks
    - o computer troubleshooting and preventative maintenance
    - o operating systems and networks
    - o proprietary vs open-source applications
    - o software installation and configuration
    - o roles and responsibilities, and careers for ICT professionals
    - o future technologies and societal impacts
    - o evaluating and choosing appropriate technology for a given task

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 25 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - o Understanding Context
    - o Defining
    - o Ideating
    - o Prototyping
    - o Testing
    - o Making
    - o Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_computer-information-systems_elab.pdf.

ICT – Computer Information Systems 12 (MICTS12/ICTS 12)

Content

- 11 common *Nature of ICT* PLOs (shared across all ICT 11/12 courses)
- 34 detailed subject-specific PLOs
- Organized using the following curricular organizers:
    - Workstations and Communications 2
    - Systems and Management 2
    - Network Technologies 2
    - Internetworking Concepts 2
- Focus on an advanced understanding and management of both computer hardware and software including the role of networks and internetworking concepts, standards, and protocols

Skill Development

- Troubleshooting and communications skills necessary for identifying and diagnosing potential problems with computer technology

For detailed information on the Information and Communications Technology 11 and 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

Computer Information Systems 12 (MCINF12/CINF 12)

Content

- 14 detailed learning standards
- Course is focused on the additional aspects of computer information systems as they relate to:
    - design opportunities
    - emerging technology, globalization and societal shifts
    - technology consumption
    - digital and online security
    - digital security risks
    - advanced troubleshooting techniques
    - design requirements for networks and devices
    - interpersonal skills necessary for success as an IT professional
    - installation, configuration, diagnostics, management tools and troubleshooting of computer hardware, software, and networks

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 29 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_computer-information-systems_elab.pdf.

ICT – Computer Programming 11 (MICTP11/ICTP 11)

Content

- 11 common *Nature of ICT* PLOs (shared across all ICT 11/12 courses)
- 30 course specific PLOs
- Organized using the following curricular organizers:
    - Introduction to Programming
    - Programming Methodology
    - Programming Structures
    - Graphics and User Interfaces

Skill Development

- Programming language and gain proficiency in the use of high-level programming language
- Problem-solving, planning, and creating programs
- Incorporating graphics into computer programs

For detailed information on the Information and Communications Technology 11 and 12 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

Computer Programming 11 (MCMPR11/CMPR 11)

Content

- 17 detailed learning standards
- Course is focused on aspects of computer programming that address:
    - design opportunities and specifications
    - problem decomposition
    - development and structures within existing code
    - modifying existing code – strategy and methods
    - program language constructs
    - program development processes and tools
    - pre-built libraries
    - use of test cases
    - computational thinking processes

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 30 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_computer-programming_elab.pdf.

ICT – Computer Programming 12 (MICTP12/ICTP 12)

Content

- 11 common *Nature of ICT* PLOs (shared across all ICT 11/12 courses)
- 25 course specific PLOs
- Organized using the following curricular organizers:
    - Arrays, Files, and Searching
    - Arrays and Sorting
    - Object-Oriented Programming
    - Application Development

Skill Development

- Programming to solve complex problems
- Integrating complex techniques into computer programs
- Complex programming functions and troubleshooting strategies
- Produce complex programs that incorporate advanced functions

For detailed information on the Information and Communications Technology 11 and 12 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

Computer Programming 12 (MCMPR12/CMPR 12)

Content

- 15 detailed learning standards
- Course is focused on aspects of computer programming that address:
    - design opportunities
    - understanding advanced programming structures
    - documentation development
    - collaboration tools
    - advanced pair programming
    - U/I design
    - error handling and debugging
    - development and management of complex programming

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 30 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_computer-programming_elab.pdf.

*No pre-existing Ministry-developed **Media Design 10** course.*

Media Design 10 (MMEDD10/MEDD 10)

Media Arts remains under Arts Education and Media Design has been developed under ADST.

Content

- 11 learning standards organized conceptually to address:
  - design opportunities
  - media technologies and production skills
  - standards-compliant technology
  - consideration of social, ethical and sustainable impacts on design
  - ethical, moral and legal considerations, including cultural appropriation
  - features and purposes of media artworks
  - digital citizenship, etiquette, and literacy
- Focus on the development of the design process with an understanding of personal viewpoints and consideration of design impacts and their outcomes through the use of various technology-based mediums

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 31 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/adst/10/media-design.

*No pre-existing Ministry-developed **Media Design 11** course.*

Media Design 11 (MMEDD11/MEDD 11)

Media Arts remains under Arts Education and Media Design has been developed under ADST.

Content

- 16 learning standards organized conceptually to address:
    - design for life cycle
    - media technologies and production
    - elements and principles of design
    - ethical, moral and legal considerations, including cultural appropriation
    - technical, stylistic, symbolic and cultural influences, including First Peoples perspectives
    - use of different technologies and tools at different stages

- Focus on the further development of the design process while showcasing personal viewpoints and storytelling using various technology-based mediums

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 30 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_media-design_elab.pdf.

*No pre-existing Ministry-developed **Media Design 12** course.*

Media Design 12 (MMEDD12/MEDD 12)

Media Arts remains under Arts Education and Media Design has been developed under ADST.

Content

- 18 learning standards organized conceptually to address:
    - design for life cycle
    - ethical, moral and legal considerations
    - image development and manipulation strategies
    - content and form through historical, social and cultural contexts
    - social advocacy and perspectives through First Peoples perspectives
    - digital citizenship, etiquette and literacy

- Focus on the further development of design strategies while showcasing proficiency in media production
- Emphasis on the impacts of personal viewpoints and storytelling using various technology-based mediums

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 30 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_media-design_elab.pdf.

*No pre-existing Ministry-developed **Graphic Production 11** course.*

Graphic Production 11 (MGRPR11/GRPR 11)

Content

- 15 learning standards organized conceptually to address:
    - design for life cycle
    - technologies and production
    - elements and principles of design
    - ethical, moral and legal considerations, including cultural appropriation
    - use of different technologies and tools at different stages
- Focus on the development of graphic design and production through the various stages of product development.

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 31 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_graphic-production_elab.pdf.

*No pre-existing Ministry-developed **Graphic Production 12** course*

Graphic Production 12 (MGRPR12/GRPR 12)

Content

- 17 learning standards organized conceptually to address:
    - design for life cycle
    - colour output
    - elements and principles of design
    - ethical, moral and legal considerations, including cultural appropriation
    - work flow management
    - use of different technologies and tools at different stages
- Focus on the further development of the design and concept development process.

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 30 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_graphic-production_elab.pdf.

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Technology Education

Technology Education 10: General (MTEG-10/TEG 10)

Content

- Focused on drafting, design, and CAD (Computer Aided Drafting)
- 30 detailed PLOs
- Organized using the following curricular organizers:
  - Personal and Interpersonal Management
  - Drafting Fundamentals
  - Application of Computer Technology
  - Design Process
  - Mathematical Applications
  - Ethics

Skill Development

- A set of outcomes to help students use the standards associated in drafting and design to create two-dimensional and three-dimensional drawings using manual and computer aided drafting (CAD) processes

For detailed information on the Technology Education 8 to 10 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1995teched810.pdf.

Technology Explorations 10 (MTEXP10/TEXP 10)

This course is intended to provide flexibility for teachers while tailoring the course to student interests and strengths. A minimum of six Content topics from two Curricular areas are to be studied.

Content

- 33 learning standards organized conceptually to address:
  - design opportunities
  - terminology, styles, standards, and conventions
  - social, ethical, and sustainability considerations
  - use of different technologies and tools at different stages
- Focus is on the basic understandings in each curricular area explored.

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 27 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/adst/10/technology-explorations.

Technology Education 10: Drafting and Design 10 (MTED-10/TED 10)

Content

- Focused on drafting, design, and CAD (Computer Aided Drafting)
- 30 detailed PLOs
- Organized using the following curricular organizers:
  - Personal and Interpersonal Management
  - Drafting Fundamentals
  - Application of Computer Technology
  - Design Process
  - Mathematical Applications
  - Ethics

Skill Development

- A set of outcomes to help students use the standards associated in drafting and design to create two-dimensional and three-dimensional drawings using manual and computer aided drafting (CAD) processes

For detailed information on the Technology Education 8 to 10 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1995teched810.pdf.

Drafting 10 (MTDRF10/TDRF 10)

This course is intended to be a direct replacement for Technology Education 8 to 10 – Drafting and Design 10.

Content

- 8 learning standards organized conceptually to address:
  - design opportunities
  - drafting terminology, styles, standards, and conventions
  - social, ethical, and sustainability considerations
  - coding for creating 3D representations
  - use of different technologies and tools at different stages
- Focus on introduction to complex projects requiring drafting standards and conventions for manual and computer aided drafting (CAD), and computer-aided manufacturing (CAM)

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 27 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/adst/10/drafting.

Technology Education 10: Electronics (MTEE-10/TEE 10)

Content

- Focused on design and control of electronic circuits and processes
- 32 detailed PLOs
- Organized using the following curricular organizers:
    - Self and Society
    - Communications
    - Production
    - Control
    - Energy and Power

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, study the characteristics and uses of materials, and learn to manage systems to control products
- Same outcomes for all Technology education courses in this grade

For detailed information on the Technology Education 8 to 10 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1995teched810.pdf.

Electronics and Robotics 10 (MTEAR10/TEAR 10)

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

Content

- 15 learning standards organized conceptually to address:
    - design opportunities
    - simple circuits, schematic drawings, and construction sequences
    - hand tools and stationary equipment
    - social, ethical, and sustainability considerations
    - sequencing of skills
    - use of different technologies and tools at different stages
- Focus on introduction to Ohm's law, electrical theory, electrical measurement, use of diagnostic and testing equipment, and elements of programming
- Introduces learning specifically related to robotics

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 27 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/adst/10/electronics-and-robotics.

Technology Education 10: Mechanics (MTEC-10/TEC 10)

Content

- Focused on design and production using wood products and processes
- 32 detailed PLOs
- Organized using the following curricular organizers:
  - Self and Society
  - Communications
  - Production
  - Control
  - Energy and Power

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, study the characteristics and uses of materials, and learn to manage systems to control products
- Same outcomes for all Technology education courses in this grade

For detailed information on the Technology Education 8 to 10 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1995teched810.pdf.

Power Technology 10 (MTPOW10/TPOW 10)

This course is intended to be a direct replacement for Technology Education 8 to 10 – Mechanics 10.

Content

- 15 learning standards organized conceptually to address:
  - social, ethical, and sustainability considerations
  - impact of energy, power and transportation systems
  - alternate energy sources
  - energy transmission and conversion systems
- Use of different technologies and tools at different stages
- Focus on introduction to power and energy transfer systems requiring increased analysis and planning for choice of tools and methods

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 24 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/adst/10/power-technology.

Technology Education 10: Metalwork (MTEM-10/TEM 10)

Content

- Focused on design and production using metal products and processes
- 32 detailed PLOs
- Organized using the following curricular organizers:
  - Self and Society
  - Communications
  - Production
  - Control
  - Energy and Power

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, design and develop products to solve problems in daily life, study the characteristics and uses of materials, and learn to manage systems to control products
- Same outcomes for all Technology education courses in this grade

For detailed information on the Technology Education 8 to 10 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1995teched810.pdf.

Metalwork 10 (MTMET10/TMET 10)

This course is intended to be a direct replacement for Technology Education 8–10 – Metalwork 10.

Content

- 14 learning standards organized conceptually to address:
  - project design opportunities
  - social, ethical, and sustainability considerations, including cultural appropriation
  - sequencing of skills
  - use of different technologies and tools at different stages
- Focus on introduction to complex projects requiring increased analysis and planning for choice of materials and tools

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 28 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/adst/10/metalwork.

Technology Education 10: Woodwork (MTEW-10/TEW 10)

Content

- Focus on design and production using wood products and processes
- 32 detailed PLOs
- Organized using the following curricular organizers:
    - Self and Society
    - Communications
    - Production
    - Control
    - Energy and Power

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, design and develop products to solve problems in daily life, use graphic drawings to convey ideas, study the characteristics and uses of materials, and learn to manage systems to control products
- Same outcomes for all Technology education courses in this grade

For detailed information on the Technology Education 8 to 10 IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1995teched810.pdf.

Woodwork 10 (MWWK-10/ WWK 10)

This course is intended to be a direct replacement for Technology Education 8 to 10 – Woodwork 10.

Content

- 9 learning standards organized conceptually to address:
    - project design opportunities
    - use and creation of plans and drawings
    - social, ethical, and sustainability considerations, including cultural appropriation
    - woodwork in historical and current cultural contexts
    - sequencing of skills
    - use of different technologies and tools at different stages
- Focus on introduction to complex projects requiring increased analysis and planning for choice of materials and tools

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 28 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/adst/10/woodwork.

Industrial Design 11 (MID--11/ID 11)

Discontinued

Content

- Focus on design and development for production using multiple materials and processes
- 47 detailed PLOs
- Organized using the following curricular organizers:
  - o Design and Communication
  - o Product Development
  - o Systems Integration
  - o Energy, Power, and Transportation

Skill Development

- A set of outcomes to help students with product development through design and communication, product development, systems integration, energy power and transportation
- All outcomes are viewed through principles and concepts of technology, problem solving and modification and manipulation

For detailed information on the Technology Education 11 and 12:
Industrial Design IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1997teched1112_indusdesign.pdf.

Industrial Design 12 (MID--12/ID 12)

Content

- Focus on design and development for production using multiple materials and processes
- 42 detailed PLOs
- Organized using the following curricular organizers:
  - Design and Communication
  - Product Development
  - Systems Integration
  - Energy, Power, and Transportation

Skill Development

- A set of outcomes to help students with product development through design and communication, product development, systems integration, energy power, and transportation
- All outcomes are viewed through principles and concepts of technology, problem solving and modification and manipulation

For detailed information on the Technology Education 11 and 12: Industrial Design IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1997teched1112_indusdesign.pdf.

Industrial Coding and Design 12 (MTICD12/TICD 12)

This course is intended to be a direct replacement for Technology Education 11 and 12: Industrial Design – Industrial Design 12.

Content

- 17 learning standards organized conceptually to address:
  - design for life cycle
  - coding and design throughout project design and manufacture
  - industrial production
  - the evaluation and refinement of skills
  - relationships between manufacturing, drafting, engineering and industrial design
  - adapting tools and technologies for specific purposes
- Working towards proficiency on complex projects requiring analysis for most appropriate material choices, manufacturing and end user functionality

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 31 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_industrial-coding-and-design_elab.pdf.

Automotive Technology 11 (MAT--11/AT 11)

Content

- Focus on the diagnosis and repair of automotive systems
- 29 detailed PLOs
- Organized using the following curricular organizers:
    - Self and Society
    - Safety
    - Shop Practices
    - Power Train
    - Body and Chassis
    - Electrical and Electronic Systems

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, study the characteristics and uses of materials, and learn to manage systems to control products
- Students learn the skill sets needed for a trade as automotive technician

For detailed information on the Technology Education 11 and 12: Automotive Technology IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2001teched1112_autotech.pdf.

Automotive Technology 11 (MTAUT11/TAUT 11)

This course is intended to be a direct replacement for Technology Education 11 and 12: Automotive Technology – Automotive Technology 11.

Content

- 12 learning standards organized conceptually to address:
    - design for the life cycle
    - social, legal and ethical responsibilities
    - diagnostics and repair
    - tools and equipment
    - vehicle systems and safety
- Focus on introduction to automotive systems and furthering knowledge of complex energy transfer systems

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 28 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_automotive-technology_elab.pdf.

Automotive Technology 12: Body Repair and Finish (MATB-12/ATB 12)

Discontinued

Automotive Technology 12: Electricity and Electronics (MATE-12/ATE 12)

Discontinued

Content

- Focus on the diagnosis and repair of automotive systems
- 21 detailed PLOs
- Organized using the following curricular organizers:
    - Self and Society
    - Safety
    - Shop Practices
    - Power Train
    - Body and Chassis
    - Electrical and Electronic Systems

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, study the characteristics and uses of materials, and learn to manage systems to control products
- Students learn the skill sets needed for a trade as automotive technician

For detailed information on the Technology Education 11 and 12: Automotive Technology IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2001teched1112_autotech.pdf.

Automotive Technology 12 (MAT--12/AT 12)

Content

- Focus on the diagnosis and repair of automotive systems
- 21 detailed PLOs
- Organized using the following curricular organizers:
  - Self and Society
  - Safety
  - Shop Practices
  - Power Train
  - Body and Chassis
  - Electrical and Electronic Systems

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, study the characteristics and uses of materials, and learn to manage systems to control products
- Students learn the skill sets needed for a trade as automotive technician

For detailed information on the Technology Education 11 and 12: Automotive Technology IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2001teched1112_autotech.pdf.

Automotive Technology 12 (MTAUT12/TAUT 12)

This course is intended to be a direct replacement for Technology Education 11 and 12: Automotive Technology – Automotive Technology 12.

Content

- 13 learning standards organized conceptually to address:
  - design for the life cycle
  - complex repair and maintenance
  - advanced tools and equipment
  - vehicle modifications
  - career options and opportunities
  - interpersonal skills/ client care
- Furthering proficiency in automotive inspection, diagnostic, and repair systems with a lens for assessing the entire automobile

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 28 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_automotive-technology_elab.pdf.

Automotive Technology 12: Engine and Drive Train (MATD-12/ATD 12)

Content

- Focus on the diagnosis and repair of automotive systems
- 21 detailed PLOs
- Organized using the following curricular organizers:
  - Self and Society
  - Safety
  - Shop Practices
  - Power Train
  - Body and Chassis
  - Electrical and Electronic Systems

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, study the characteristics and uses of materials, and learn to manage systems to control products
- Students learn the skill sets needed for a trade as automotive technician

For detailed information on the Technology Education 11 and 12: Automotive Technology IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2001teched1112_autotech.pdf.

Engine and Drivetrain 12 (MTEAD12/TEAD 12)

This course is intended to be a direct replacement for Technology Education 11 and 12: Automotive Technology – Automotive Technology 12.

Content

- 16 learning standards organized conceptually to address:
  - design for life cycle
  - hybrid and alternative fuel vehicles
  - diagnostic equipment
  - interpersonal skills with clients/customers
- Furthering proficiency in inspection, diagnostic, and repair systems specializing in engine and drivetrain systems, and the relevant interpersonal skills with a direction towards automotive service technician careers

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 27 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_engine-and-drivetrain_elab.pdf.

Engineering 11 (MENR-11/ENR 11)

Content

- 16 learning standards organized conceptually to address:
    - design for life cycle
    - sustainable production
    - mathematics in engineering
    - programming languages used in engineering
    - innovation in engineering
- Focus is on the manufacturing and production processes within engineering projects.

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 29 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_engineering_elab.pdf.

*No pre-existing Ministry-developed **Engineering 12** course.*

Engineering 12 (MENR-12/ENR 12)

Content

- 14 learning standards organized conceptually to address:
    - design for life cycle
    - mathematics and physics in engineering
    - testing, seismic and static analysis
    - materials science
- Furthering proficiency on the manufacturing and production processes within advanced engineering projects.

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 31 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_engineering_elab.pdf.

Carpentry and Joinery 11 (MCJ--11/CJ 11)

Content

- Focus on design and production using wood products and processes
- 34 detailed PLOs
- Organized using the following curricular organizers:
  - Health and Safety
  - Personal and Project Management
  - Mathematical Applications
  - Materials
  - Hand Tools
  - Portable Power tools
  - Stationary Equipment

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, design and develop products to solve problems in daily life, and study the characteristics and uses of materials
- Students learn the skill sets needed for the trades of carpentry and joinery to allow them to pursue it for either career or personal goals

For detailed information on the Technology Education 11 and 12: Carpentry and Joinery IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2001teched1112_carpenteryjoin.pdf.

Woodwork 11 (MWWK-11/WWK 11)

This course is intended to be a direct replacement for Carpentry and Joinery 11.

Content

- 13 learning standards organized conceptually to address:
  - design for life cycle
  - ethics of cultural appropriation in the design process
  - problem-solving using measuring, ratio, proportion, geometry
- Furthering complexity in projects requiring analysis and planning for choice of materials and tools

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 29 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_woodwork_elab.pdf.

Carpentry and Joinery 12 (MCJ--12/CJ 12)

Content

- Focus on design and production using wood products and processes
- 18 detailed PLOs
- Organized using the following curricular organizers:
  - Health and Safety
  - Personal and Project Management
  - Mathematical Applications
  - Materials
  - Tools and Equipment

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, design and develop products to solve problems in daily life, and study the characteristics and uses of materials
- Students learn the skill sets needed for the trades of carpentry and joinery to allow them to pursue it for either career or personal goals

For detailed information on the Technology Education 11 and 12: Carpentry and Joinery IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2001teched1112_carpenteryjoin.pdf.

Woodwork 12 (MWWK-12/WWK 12)

This course is intended to be a direct replacement for Carpentry and Joinery 12.

Content

- 17 learning standards organized conceptually to address:
  - design for life cycle
  - ethics of cultural appropriation in design process
  - joinery
  - identification and analysis of building codes
- Proficiency in complex woodworking and design projects including analysis and self-selection of materials and processes

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 30 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_woodwork_elab.pdf.

Carpentry and Joinery 12: Furniture Construction (MCJF-12/CJF 12)
Carpentry and Joinery 12: Cabinet Construction (MCJC-12/CJC 12)

Content
- Focus on design and production using wood products and processes
- 18 detailed PLOs
- Organized using the following curricular organizers:
    - Health and Safety
    - Personal and Project Management
    - Mathematical Applications
    - Materials
    - Tools and Equipment

Skill Development
- A set of outcomes to help students safely use specialized tools and machinery, design and develop products to solve problems in daily life, and study the characteristics and uses of materials
- Students learn the skill sets needed for the trades of carpentry and joinery to allow them to pursue it for either career or personal goals

For detailed information on the Technology Education 11 and 12: Carpentry and Joinery IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2001teched1112_carpenteryjoin.pdf.

Furniture and Cabinetry 12 (MTFAC12/TFAC 12)

This course is intended to be a direct replacement for Technology Education 11 and 12: Carpentry and Joinery – Carpentry and Joinery 12.

Content
- 17 learning standards organized conceptually to address:
    - design for life cycle
    - ethics of cultural appropriation in design process
    - components specific to cabinet construction
    - steps and procedures for working drawings
    - decorative techniques
- Proficiency in specialized techniques and design related to wood-based projects focused on furniture and cabinetry construction including self-selection of materials and processes

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 30 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_furniture-and-cabinetry_elab.pdf.

Old Curriculum

Drafting and Design 11 (MDD--11/DD 11)
Drafting and Design 11 (FNASK) (MDDF-11/DDF 11)

Content

- Focus on drafting, design and CAD (Computer Aided Drafting)
- 30 detailed PLOs
- Organized using the following curricular organizers:
    - Personal and Interpersonal Management
    - Drafting Fundamentals
    - Application of Computer Technology
    - Design Process
    - Mathematical Applications
    - Ethics

Skill Development

- A set of outcomes to help students to communicate ideas and design solutions to others through technical drawings and drafting processes
- Emphasis is focused towards preparation for transition to post-secondary education and/or the workplace

For detailed information on the Technology Education 11 and 12: Drafting and Design IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2001teched1112_draftdesign.pdf.

New Curriculum

Drafting 11 (MTDRF11/TDRF 11)

This course is intended to be a direct replacement of Technology Education 11 and 12: Drafting and Design – Drafting 11.

Content

- 10 learning standards organized conceptually to address:
    - products designed for life cycle
    - drawing construction, management and technical problem-solving
    - ethics of cultural appropriation and plagiarism
- Emphasis on a concept-based approach to drawing management and problem solving using computer aided design (CAD) in construction of drawings and images

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 28 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_drafting_elab.pdf.

Drafting & Design 12 (MDD--12/DD 12)

Drafting & Design 12 (FNASK) (MDDF-12/DDF 12)

Drafting & Design 12: Advanced Design (MDDA-12/DDA 12)

Drafting & Design 12: Architecture/Habitat (MDDH-12/DDH 12)

Drafting & Design 12: Engineer/Mechanical (MDDE-12 DDE 12)

Drafting & Design 12: Tech Visualization (MDDT-12 DDT 12)

Content

- Focus on drafting, design and CAD (Computer Aided Drafting)
- 29 detailed PLOs
- Organized using the following curricular organizers:
  - Personal and Interpersonal Management
  - Drafting Fundamentals
  - Application of Computer Technology
  - Design Process
  - Mathematical Applications
  - Ethics

Skill Development

- A set of outcomes to help students to communicate ideas and design solutions to others through technical drawings and drafting processes
- Emphasis is focused towards preparation for transition to post-secondary education and/or the workplace

For detailed information on the Technology Education 11 and 12: Drafting and Design IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2001teched1112_draftdesign.pdf.

Drafting 12 (MTDRF12/TDRF 12)

This course is intended to be a direct replacement of Technology Education 11 and 12: Drafting and Design – Drafting 12.

Content

- 13 learning standards organized conceptually to address:
  - complex drafting design projects designed for the life cycle
  - increasingly detailed and specialized drawing construction, management and technical problem-solving
  - ethics of cultural appropriation and plagiarism
- Emphasis on a concept-based approach to drawing management and problem solving using computer aided design (CAD) in construction of drawings and images

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 29 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_drafting_elab.pdf.

Electronics 11 (MEL--11/EL 11)

Content

- Focus on the transfer of electricity through electronics circuits
- 30 detailed PLOs
- Organized using the following curricular organizers:
  - Careers and Society
  - Health and Safety
  - Tools and Equipment
  - Systems, Circuits, and Components
  - Analog Circuits
  - Digital Circuits

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, study the characteristics and uses of materials, and learn to manage systems to control products
- It stresses hands-on experimentation and project work as an effective means to focus attention on foundational theory, practical skills used for either career or personal goals

For detailed information on the Technology Education 11 and 12: Electronics IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2002teched1112_electronic.pdf.

Electronics 11 (MTELE11/TELE 11)

This course is intended to be a direct replacement of Technology Education 11 and 12 – Electronics 11.

Content

- 10 learning standards organized conceptually to address:
  - simple circuit design and construction, designed for life cycle
  - manufacturing processes, electrical hazards, testing instruments
  - isolating problems and implementing solutions in circuit construction
- Focus on introduction to Ohm's law, circuit board manufacturing, advanced diagnostic and testing instruments, and applications of microcontrollers/microprocessors

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 30 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_electronics_elab.pdf.

Old Curriculum

Electronics 12 (MEL--12/EL 12)
Electronics 12: Analog Systems (MELAS12/ ELAS 12)
Electronics 12: Digital Systems (MELDS12/ ELDS 12)

Content
- Focus on production using metal products and processes
- 22 detailed PLOs
- Organized using the following curricular organizers:
  - Careers and Society
  - Health and Safety
  - Tools and Equipment
  - Project Design
  - Project Production

Skill Development
- A set of outcomes to help students safely use specialized tools and machinery, study the characteristics and uses of materials, and learn to manage systems to control products
- It further integrates knowledge, skills, and critical thought through an emphasis on project design, production, and management

For detailed information on the Technology Education 11 and 12:
Electronics IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2002teched1112_electronic.pdf.

New Curriculum

Electronics 12 (MTELE12/TELE 12)
This course is intended to be a direct replacement of Technology Education 11 and 12 – Electronics 12.

Content
- 17 learning standards organized conceptually to address:
  - complex circuit design and construction, designed for life cycle
  - computer software for design purposes
  - interpretation of schematics
- Emphasis on Ohm's law, Watt's law, and a concept-based approach to Kirchoff's law, logic gates and devices, analog and digital systems, and the use and programming of microcontrollers

Curricular Competency Development
A consistent framework for Curricular Competencies has been established. 31 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_electronics_elab.pdf.

*No pre-existing Ministry-developed **Remotely Operated Vehicles and Drones 12** course.*

Remotely Operated Vehicles and Drones 12 (MROVD12/ROVD 12)

Content

- 18 learning standards organized conceptually to address:
    - design for life cycle
    - uses of ROVs, RCVs, AUVs and UAVs
    - historical background
    - emerging technologies
- Focus on the concept-based approach to the development and utilization of remotely operated vehicles (ROVs) and drones.

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 31 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_rovs-and-drones_elab.pdf.

*No pre-existing Ministry-developed **Robotics 11** course.*

Robotics 11 (MTROB11/TROB 11)

Content

- 11 learning standards organized conceptually to address:
    - design for life cycle
    - robotic design and production
    - robotic technologies in industry and community

- Emphasis on a concept-based approach to the interaction of robotic subsystems, how structure and power relate to motion, how sensors and control relate to logic and the programming of radio controlled and autonomous robots

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 27 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_robotics_elab.pdf.

Electronics 12: Robotics (MELR-12/ELR 12)

Content

- Focus on production using metal products and processes
- 22 detailed PLOs
- Organized using the following curricular organizers:
  - Careers and Society
  - Health and Safety
  - Tools and Equipment
  - Project Design
  - Project Production

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, study the characteristics and uses of materials, and learn to manage systems to control products
- It further integrates knowledge, skills, and critical thought through an emphasis on project design, production, and management

For detailed information on the Technology Education 11 and 12: Electronics IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2002teched1112_electronic.pdf.

Robotics 12 (MTROB12/TROB 12)

Content

- 14 learning standards organized conceptually to address:
  - design for the life cycle
  - robotic technologies in industry, research, and education
  - syntax, flow charts, hierarchy charts, and data sheets
- Emphasis on a concept-based approach to robotic systems working in tandem, wireless communication options, sensors, flowcharts, feedback loops and programming language/syntax and protocols

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 31 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_robotics_elab.pdf.

*No pre-existing Ministry-developed **Mechatronics 12** course.*

Mechatronics 12 (MTMEC12/TMEC 12)

Content

- 16 learning standards organized conceptually to address:
    - design for the life cycle
    - mechanical systems and electromechanics
    - impact of artificial intelligence and singularity
    - interpersonal skills and career options

- Emphasis on a concept-based approach to programming and computer control of mechanical, electronic
  and hydraulic pneumatic systems towards the Industrial applications of mechatronics

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 31 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_mechatronics_elab.pdf.

Metal Fabrication and Machining 11 (MMFM-11/MFM 11)

Content

- Focus on production using metal products and processes
- 53 detailed PLOs
- Organized using the following curricular organizers:
    - Health and Safety
    - Personal and Project Management
    - Mathematical Applications
    - Tools and Equipment
    - Materials
    - Cutting Processes
    - Forming and Joining Processes

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, design and develop products to solve problems in daily life, and study the characteristics and uses of materials
- Students learn the skill sets needed for the trades of metal fabrication and machining to allow them to pursue it for either career or personal goals

For detailed information on the Technology Education 11 and 12: Metal Fabrication and Machining IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2002teched1112_metalfabricmachin.pdf.

Metalwork 11 (MTMET11/TMET 11)

This course is intended to be a direct replacement for Technology Education 11 and 12: Metal Fabrication and Machining – Metal Fabrication and Machining 11.

Content

- 15 learning standards organized conceptually to address:
    - design for life cycle
    - orthographic and pictorial drawings, measuring, tables and charts
    - ethics of cultural appropriation in design process
- Furthering complexity in projects requiring analysis and planning for choice of materials and tools, including forming and alteration of forms

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 29 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_11_metalwork_elab.pdf.

Metal Fabrication and Machining 12 (MMFM-12/MFM 12)

Content

- Focus on production using metal products and processes
- 53 detailed PLOs
- Organized using the following curricular organizers:
    - Health and Safety
    - Personal and Project Management
    - Mathematical Applications
    - Tools and Equipment
    - Materials
    - Cutting Processes
    - Forming and Joining Processes

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, design and develop products to solve problems in daily life, and study the characteristics and uses of materials
- Students learn the skill sets needed for the trades of metal fabrication and machining to allow them to pursue it for either career or personal goals

For detailed information on the Technology Education 11 and 12: Metal Fabrication and Machining IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2002teched1112_metalfabricmachin.pdf.

Metalwork 12 (MTMET12/TMET 12)

This course is intended to be a direct replacement for Technology Education 11 and 12: Metal Fabrication and Machining – Metal Fabrication and Machining 12.

Content

- 16 learning standards organized conceptually to address:
    - design for life cycle
    - complex metalworking and design
    - metal specialization
    - ethics of cultural appropriation in the design process
- Proficiency in general metal-based projects including self-selection of materials and processes using high level of precision tolerances

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 30 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_metalwork_elab.pdf.

Metal Fabrication and Machining 12: CNC Processes (MMFMC12/MFMC 12)

Discontinued

Metal Fabrication and Machining 12: Forge & Foundry (MMFMY12/MFMY 12)

Discontinued

Metal Fabrication and Machining 12: Sheet Metal (MMFMS12/MFMS 12)

Discontinued

Content

- Focus on production using metal products and processes
- 53 detailed PLOs
- Organized using the following curricular organizers:
    - Health and Safety
    - Personal and Project Management
    - Mathematical Applications
    - Tools and Equipment
    - Materials
    - Cutting Processes
    - Forming and Joining Processes

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, design and develop products to solve problems in daily life, and study the characteristics and uses of materials
- Students learn the skill sets needed for the trades of metal fabrication and machining to allow them to pursue it for either career or personal goals

For detailed information on the Technology Education 11 and 12: Metal Fabrication and Machining IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2002teched1112_metalfabricmachin.pdf.

Metal Fabrication and Machining 12: Art/Jewellery (MMFMJ12/MFMJ 12)

Content

- Focus on production using metal products and processes
- 53 detailed PLOs
- Organized using the following curricular organizers:
    - Health and Safety
    - Personal and Project Management
    - Mathematical Applications
    - Tools and Equipment
    - Materials
    - Cutting Processes
    - Forming and Joining Processes

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, design and develop products to solve problems in daily life, and study the characteristics and uses of materials
- Students learn the skill sets needed for the trades of metal fabrication and machining to allow them to pursue it for either career or personal goals

For detailed information on the Technology Education 11 and 12: Metal Fabrication and Machining IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2002teched1112_met alfabricmachin.pdf.

Art Metal and Jewellery 12 (MTAMJ12/TAMJ 12)

This course is intended to be a direct replacement for Technology Education 11 and 12: Metal Fabrication and Machining – Metal Fabrication and Machining 12.

Content

- 16 learning standards organized conceptually to address:
    - design for life cycle
    - traditional and modern techniques, artistic elements and image design
    - artistic creation concepts
    - adapting tools and technologies for specific purposes
- Proficiency in metal-based projects that revolve around visual materials and mediums and jewelry applications including self-selection of materials and processes

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 30 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
    - Understanding Context
    - Defining
    - Ideating
    - Prototyping
    - Testing
    - Making
    - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_art-metal-and-jewellery_elab.pdf.

Metal Fabrication and Machining 12: Advanced Machining (MMFMM12/MFMM 12)

Metal Fabrication and Machining 12: Advanced Welding (MMFMW12/MFMW 12)

Content

- Focus on production using metal products and processes
- 53 detailed PLOs
- Organized using the following curricular organizers:
  - Health and Safety
  - Personal and Project Management
  - Mathematical Applications
  - Tools and Equipment
  - Materials
  - Cutting Processes
  - Forming and Joining Processes

Skill Development

- A set of outcomes to help students safely use specialized tools and machinery, design and develop products to solve problems in daily life, and study the characteristics and uses of materials
- Students learn the skill sets needed for the trades of metal fabrication and machining to allow them to pursue it for either career or personal goals

For detailed information on the Technology Education 11 and 12: Metal Fabrication and Machining IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/appliedskills/2002teched1112_metalfabricmachin.pdf.

Machining and Welding 12 (MTMAW12/TMAW 12)

This course is intended to be a direct replacement for Technology Education 11 and 12: Metal Fabrication and Machining – Metal Fabrication and Machining 12.

Content

- 14 learning standards organized conceptually to address:
  - design for life cycle
  - the evaluation and refinement of machining and welding skills
  - use of computers related to processing, design and construction
- Proficiency in metal-based projects that revolve around machining and joining processes, focused for students considering a machinist of fabricator trade

Curricular Competency Development

A consistent framework for Curricular Competencies has been established. 31 well-developed learning standards organized into 3 areas using a design thinking model:

- Applied Design
  - Understanding Context
  - Defining
  - Ideating
  - Prototyping
  - Testing
  - Making
  - Sharing
- Applied Skills
- Applied Technologies

The framework allows for instruction that puts a greater emphasis on one area while maintaining the presence and relevance of the others.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/adst/en_adst_12_machining-and-welding_elab.pdf.

ADST Course Code Comparison Table

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Accounting 11	MAC--11	AC 11	Accounting 11	MAC--11	AC 11
Accounting 12	MACC-12	ACC 12	Accounting 12	MACC-12	ACC 12
Applied Skills 11	MASK-11	ASK 11	*Discontinued* Note: All Grade 11 ADST courses may be offered as 2-credit or 4-credit options.		
Applied Skills 11a	MASK-1A	ASK 11A			
Applied Skills 11b	MASK-1B	ASK 11B			
Applied Skills 11c	MASK-1C	ASK 11C			
Automotive Technology 12: Body Repair and Finish	MATB-12	ATB 12	*Discontinued*		
Automotive Technology 12: Electricity and Electronics	MATE-12	ATE 12	*Discontinued*		
Automotive Technology 12: Engine and Drive Train	MATD-12	ATD 12	Engine and Drivetrain 12	MTEAD12	TEAD12
Automotive Technology 11	MAT--11	AT 11	Automotive Technology 11	MTAUT11	TAUT 11
Automotive Technology 12	MAT--12	AT 12	Automotive Technology 12	MTAUT12	TAUT 12
Business Computer Applications 11	MBCA-11	BCA 11	*Discontinued*		
Business Education 10: Business Communications	MBEC-10	BEC 10	*Discontinued*		
Business Education 10: Entrepreneurship	MBEE-10	BEE 10	Entrepreneurship and Marketing 10	MADEM10	ADEM 10
Business Education 10: General	MBEG-10	BEG 10	*Discontinued*		
Business Education 10: Marketing	MBEM-10	BEM 10	Entrepreneurship and Marketing 10	MADEM10	ADEM 10
Business Education 10: Finance And Economics	MBEF-10	BEF 10	*Discontinued*		
Business Information Management 12	MBIM-12	BIM 12	*Discontinued*		
Cafeteria Training 11	MCAFT11	CAFT 11	Culinary Arts 11	MCUL-11	CUL 11
Cafeteria Training 12	MCAFT12	CAFT 12	Culinary Arts 12	MCUL-12	CUL 12
Carpentry and Joinery 11	MCJ--11	CJ 11	Woodwork 11	MWWK-11	WWK 11
Carpentry and Joinery 12	MCJ--12	CJ 12	Woodwork 12	MWWK-12	WWK 12
Carpentry and Joinery 12: Furniture Construction	MCJF-12	CJF 12	Furniture and Cabinetry 12	MTFAC12	TFAC 12
Carpentry and Joinery 12: Cabinet Construction	MCJC-12	CJC 12	Furniture and Cabinetry 12	MTFAC12	TFAC 12
Data Management 12	MDM--12	DM 12	*Discontinued*		
Drafting and Design 11	MDD--11	DD 11	Drafting 11	MTDRF11	TDRF 11

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Drafting and Design 12	MDD--12	DD 12	Drafting 12	MTDRF12	TDRF 12
Drafting and Design 11 (FNASK)	MDDF-11	DDF 11	Drafting 12		
Drafting and Design 12 (FNASK)	MDDF-12	DDF 12	Drafting 12		
Drafting and Design 12: Advanced Design	MDDA-12	DDA 12	Drafting 12		
Drafting and Design 12: Architecture/Habitat	MDDH-12	DDH 12	Drafting 12		
Drafting and Design 12: Engineer/Mechanical	MDDE-12	DDE 12	Drafting 12		
Drafting and Design 12: Tech Visualization	MDDT-12	DDT 12	Drafting 12		
Economics 12	MEC--12	EC 12	Economics 12	MEC--12	EC 12
Electronics 11	MEL--11	EL 11	Electronics 11	MTELE11	TELE 11
Electronics 12	MEL--12	EL 12	Electronics 12	MTELE12	TELE 12
Electronics 12: Analog Systems	MELAS12	ELAS 12	Electronics 12	MTELE12	TELE 12
Electronics 12: Digital Systems	MELDS12	ELDS 12	Electronics 12	MTELE12	TELE 12
Electronics 12: Robotics	MELR-12	ELR 12	Robotics 12	MTROB12	TROB 12
Entrepreneurship 12	MENT-12	ENT 12	Entrepreneurship 12	MENT-12	ENT 12
Family Studies 10	MFM--10	FM 10	Family and Society 10	MFAMS10	FAMS 10
Family Studies 11	MFM--11	FM 11	Interpersonal and Family Relationships 11	MIAFR11	IAFR 11
Family Studies 12	MFM--12	FM 12	Housing and Living Environments 12	MHALE12	HALE 12
Financial Accounting 12	MFA--12	FA 12	Financial Accounting 12	MFA--12	FA 12
Fine Arts & Applied Skills 11	MFNAS11	FNASK11	*Discontinued*		
Foods And Nutrition 10	MFDN-10	FDN 10	Food Studies 10	MFOOD10	FOOD 10
Foods And Nutrition 11	MFDN-11	FDN 11	Food Studies 11	MFOOD11	FOOD 11
Foods And Nutrition 12	MFDN-12	FDN 12	Food Studies 12	MFOOD12	FOOD 12
Human Services 11a	MHS--1A	HS 11A	*Discontinued*		
Human Services 11b	MHS--1B	HS 11B	*Discontinued*		
Human Services 11c	MHS--1C	HS 11C	*Discontinued*		
Human Services 12a	MHS--2A	HS 12A	Child Development and Caregiving 12	MCDCA12	CDAC 12
Human Services 12b	MHS--2B	HS 12B	Child Development and Caregiving 12	MCDCA12	CDAC 12

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Human Services 12c	MHS--2C	HS 12C	Child Development and Caregiving 12	MCDCA12	CDAC 12
ICT: Applied Digital Communications 11	MICTC11	ICTC 11	Digital Communications 11	MDCOM11	DCOM 11
ICT: Applied Digital Communications 12	MICTC12	ICTC 12	*Discontinued*		
ICT: Computer Information Systems 11	MICTS11	ICTS 11	Computer Information Systems 11	MCINF11	CINF 11
ICT: Computer Information Systems 12	MICTS12	ICTS 12	Computer Information Systems 12	MCINF12	CINF 12
ICT: Computer Programming 11	MICTP11	ICTP 11	Computer Programming 11	MCMPR11	CMPR 11
ICT: Computer Programming 12	MICTP12	ICTP 12	Computer Programming 12	MCMPR12	CMPR 12
ICT: Digital Media Development 11	MICTM11	ICTM 11	*Discontinued*		
ICT: Digital Media Development 12	MICTM12	ICTM 12	Digital Media Development 12	MDMD-12	DMD 12
ICT: Modular Survey Course 11	MICTX11	ICTX 11	*Discontinued*		
ICT: Modular Survey Course 12	MICTX12	ICTX 12	*Discontinued*		
Industrial Design 11	MID--11	ID 11	*Discontinued*		
Industrial Design 12	MID--12	ID 12	Industrial Coding and Design 12	MTICD12	TICD 12
Information Technology 10	MINT-10	INT 10	Web Development 10	MWBDV10	WBDV 10
Management Innovation 12	MMI--12	MI 12	*Discontinued*		
Marketing 11	MMK--11	MK 11	Marketing and Promotion	MMAP-11	MAP 11
Marketing 12	MMK--12	MK 12	E-Commerce 12	MECOM12	ECOM 12
Metal Fabrication and Machining 12: Advanced Machining	MMFMM12	MFMM 12	Machining and Welding 12	MTMAW12	TMAW 12
Metal Fabrication and Machining 12: Advanced Welding	MMFMW12	MFMW 12	Machining and Welding 12	MTMAW12	TMAW 12
Metal Fabrication and Machining 12: Art/Jewellery	MMFMJ12	MFMJ 12	Art Metal and Jewellery 12	MTAMJ12	TAMJ 12
Metal Fabrication and Machining 12: CNC Processes	MMFMC12	MFMC 12	*Discontinued*		
Metal Fabrication and Machining 12: Forge and Foundry	MMFMY12	MFMY 12	*Discontinued*		
Metal Fabrication and Machining 12: Sheet Metal	MMFMS12	MFMS 12	*Discontinued*		
Metal Fabrication and Machining 11	MMFM-11	MFM 11	Metalwork 11	MTMET11	TMET 11
Metal Fabrication and Machining 12	MMFM-12	MFM 12	Metalwork 12	MTMET12	TMET 12
Technology Education 10: Drafting and Design	MTED-10	TED 10	Drafting 10	MTDRF10	TDRF 10
Technology Education 10: Electronics	MTEE-10	TEE 10	Electronics and Robotics 10	MTEAR10	TEAR 10

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Technology Education 10: General	MTEG-10	TEG 10	Technology Explorations 10	MTEXP10	TEXP 10
Technology Education 10: Mechanics	MTEC-10	TEC 10	Power Technology 10	MTPOW10	TPOW 10
Technology Education 10: Metalwork	MTEM-10	TEM 10	Metalwork 10	MTMET 10	TMET 10
Technology Education 10: Woodwork	MTEW-10	TEW 10	Woodwork 10	MWWK-10	WWK 10
Textiles 10	MTXT-10	TXT 10	Textiles 10	MTXT-10	TXT 10
Textiles 11	MTXT-11	TXT 11	Textiles 11	MTXT-11	TXT 11
Textiles 12	MTXT-12	TXT 12	Textiles 12	MTXT-12	TXT 12
Tourism 11	MTRM-11	TRM 11	Tourism 11	MTRM-11	TRM 11
Tourism 12	MTRM-12	TRM 12	Tourism 12	MTRM-12	TRM 12
			Business Computer Applications 12	MBCA-12	BCA 12
			Computer Studies 10	MCSTU10	CSTU 10
			Culinary Arts 10	MCUL-10	CUL 10
			Engineering 11	MENR-11	ENR 11
			Engineering 12	MENR-12	ENR 12
			Fashion Industry 12	MFIND12	FIND 12
			Graphic Production 11	MGRPR11	GRPR 11
			Graphic Production 12	MGRPR12	GRPR 12
			Mechatronics 12	MTMEC12	TMEC 12
			Media Design 10	MMEDD10	MEDD 10
			Media Design 11	MMEDD11	MEDD 11
			Media Design 12	MMEDD12	MEDD 12
			Remotely Operated Vehicles and Drones 12	MROVD12	ROVD 12
			Robotics 11	MTROB11	TROB 11
			Specialized Studies in Food 12	MSPSF12	SPSF 12

ARTS EDUCATION – Dance

Dance 10: General (MDNG-10/DNG 10)

Content

- 18 PLOs grouped into four areas:
    - Elements of Movement
    - Creation and Composition
    - Presentation and Performance
    - Dance and Society

Skill Development:

- create and demonstrate a dance sequence in a genre/style
- use choreographic forms
- presentation skills and attitudes as a performer
- focus on rehearsing and performing

For detailed information on the Dance 8-10 IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1995dance810.pdf.

Dance Foundations 10 (MDCF-10/DCF 10)

This course is intended to be a direct replacement for Dance 10: General. It is a specialist course that includes technique, performance and composition skills for the non-specialist student.

Content

- 14 learning standards that focus on growth as a dancer
- elements of dance, techniques, genres, styles, principles, notation, and vocabulary
- kinesthetic awareness
- choreographic forms, structures and devices
- the role of dancers, choreographers, and audiences in a variety of contexts
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance
- safety protocols

Curricular Competency Development

- 23 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Demonstrate dance elements and techniques in a variety of historical and contemporary genres or styles
- Create and perform movement phrases both collaboratively and as an individual

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/arts-education/10/dance-foundations.

*No pre-existing Ministry-developed **Dance Foundations 11** course.*

Dance Foundations 11 (MDCF-11/DCF 11)

This is a new BC Ministry of Education Course. It is a specialist course that includes technique, performance and composition skills for the non-specialist student.

Content

- 13 learning standards that focus on growth as a dancer
- elements of dance, techniques, genres, styles, principles, notation and vocabulary
- kinesthetic awareness
- choreographic forms, structures and devices
- local, national, and intercultural performers and genres
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance
- safety protocols

Curricular Competency Development

- 23 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - o   Explore and Create
  - o   Reason and Reflect
  - o   Communicate and Document
  - o   Connect and Expand (Grade 9–12)

- Explore, create, and perform movement motifs, phrases, and dance compositions in large-group, small-group, and solo contexts
- Demonstrate kinesthetic awareness and conceptual knowledge of dance elements and techniques in a variety of genres or styles

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_dance-foundations_elab.pdf.

*No pre-existing Ministry-developed **Dance Foundations 12** course.*

Dance Foundations 12 (MDCF-12/DCF 12)

This is a new BC Ministry of Education Course. It is a specialist course that includes technique, performance and composition skills for the non-specialist student.

Content

- 14 learning standards that focus on growth as a dancer
- elements of dance, techniques, genres, styles, principles, notation and vocabulary
- kinesthetic awareness
- choreographic forms, structures and devices
- the role of dancers, choreographers, and audiences in a variety of contexts
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance
- history and theory of dance genres, including their role in historical and contemporary societies
- safety protocols

Curricular Competency Development

- 24 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Explore, create, and perform movement motifs, phrases, and dance compositions in large-group, small-group, and solo contexts
- Purposefully select choreographic devices to expand technical and expressive possibilities

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_dance-foundations_elab.pdf.

Dance 10: Choreography (MDNC-10/DNC 10)

This course must incorporate the following content within the delivery of the prescribed learning outcomes for Dance 10.

Content

- 17 detailed PLOs organized into 3 areas:
    - Technique
    - Presentation Applications
    - Dance Culture

Skill Development

- skills and attitudes appropriate to the creation of dance in a variety of contexts
- development of dance techniques specific to creating dance in various styles and genres
- dance terminology and understanding of the theory and contexts of dance choreography

For detailed information on the Required Program Model Content for Dance 10 (Supplement to the Dance 8 to 10 IRP), please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/da10_sup.pdf.

Dance Choreography 10 (MDNC-10/DNC 10)

This course is intended to be a direct replacement for Dance 10: Choreography.

Content

- 12 learning standards that focus on growth as a choreographer
- elements of dance, techniques, genres, styles, principles, and notation
- kinesthetic and spatial awareness
- choreographic forms, structures and devices
- the role of dancers, choreographers, and audiences in a variety of contexts
- local and intercultural performers, movements and genres
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance
- safety protocols

Curricular Competency Development

- 25 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Express a range of meanings, intents, and emotions using a variety of stimuli
- Select and combine dance elements to create movement phrases

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/arts-education/10/dance-choreography.

Dance 10: Performance (MDNP-10/DNP 10)

This course must incorporate the following content within the delivery of the prescribed learning outcomes for Dance 10. This course is organized into 3 general areas: dance culture, technical competence, and presentation applications.

Content

- 19 PLOs
    - o Technique
    - o Performance Applications
    - o Dance Culture

Skill Development

- development of dance techniques specific to performing dance in various styles and genres
- performance skills and attitudes appropriate to the performance of dance in a variety of contexts
- abilities to use appropriate dance terminology and understanding of the theory and contexts of dance choreography

For detailed information on the Required Program Model Content for Dance 10 (Supplement to the Dance 8 to 10 IRP), please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/da10_sup.pdf.

Dance Technique and Performance 10 (MDNTP10/DNTP 10)

This course is intended to be a direct replacement for Dance 10: Performance.

Content

- 14 learning standards that focus on growth as a dancer
- elements of dance, techniques, genres, styles, principles, and notation
- kinesthetic and spatial awareness
- choreographic forms, structures and devices
- safety protocols
- rehearsal and performance skills
- the role of dancers, choreographers, and audiences in a variety of contexts
- local and intercultural performers, movements and genres
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance
- history and theory of a dance technique, genre, or style

Curricular Competency Development

- 23 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - o Explore and Create
    - o Reason and Reflect
    - o Communicate and Document
    - o Connect and Expand (Grade 9–12)
- Demonstrate kinesthetic awareness of dance elements and techniques
- Explore specific or a variety of genres or styles from historical and contemporary cultures
- Experiment with dance elements, principles, techniques, vocabulary, and symbols to create innovative movement phrases

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/arts-education/10/dance-technique-and-performance.

Dance 11: Performance (MDNP-11/DNP 11)

Content

- 18 PLOs are grouped into the following areas:
    - Elements of Movement
    - Creation and Composition
    - Presentation and Performance
    - Dance and Society

Skill Development

- use the elements of movement with increasing degrees of refinement, complexity and variety
- use the creative process compose movement sequences and dances
- participate in the presentation and performance of dance.
- understanding, and appreciation of the history, diversity, roles, and influences of dance within society

For detailed information on the Dance 11 and 12: Performance and Choreography IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997dance1112_perfchoreo.pdf.

Dance Technique and Performance 11 (MDNTP11/DNTP 11)

This course is intended to be a direct replacement for Dance 11: Performance.

Content

- 14 learning standards that focus on growth as a dancer
- elements of dance, techniques, genres, styles, principles, and notation
- kinesthetic and spatial awareness
- choreographic forms, structures and devices
- safety protocols
- rehearsal and performance skills
- the role of dancers, choreographers, and audiences in a variety of contexts
- local and intercultural performers, movements and genres
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance
- history and theory of a dance technique, genre, or style

Curricular Competency Development

- 25 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Demonstrate kinesthetic awareness of dance elements and techniques
- Explore specific or a variety of genres or styles from historical and contemporary cultures
- Explore the relationship between body conditioning and somatic approaches to technical and expressive skills

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_dance-technique-and-performance_elab.pdf.

Dance 12: Performance (MDNP-12/DNP 12)

Content

- 17 PLOs are grouped into the following areas:
    - Elements of Movement
    - Creation and Composition
    - Presentation and Performance
    - Dance and Society

Skill Development

- use the elements of movement with increasing degrees of refinement, complexity and variety
- use the creative process compose movement sequences and dances
- participate in the presentation and performance of dance.
- understanding, and appreciation of the history, diversity, roles, and influences of dance within society

For detailed information on the Dance 11 and 12: Performance and Choreography IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997dance1112_perfchoreo.pdf.

Dance Technique and Performance 12 (MDNTP12/DNTP 12)

This course is intended to be a direct replacement for Dance 12: Performance.

Content

- 15 learning standards that focus on growth as a dancer
- elements of dance, techniques, genres, styles, principles, and notation
- kinesthetic and spatial awareness
- the systems of the human body
- body conditioning
- somatic approaches
- safety protocols
- rehearsal and performance skills
- contributions of key dance innovators in specific genres, contexts, periods, and cultures
- local, national, global and intercultural performers, movements, and genres
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance
- history and theory of a dance technique, genre, or style

Curricular Competency Development

- 24 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Develop an articulate and expressive body through anatomically and developmentally sound movement principles
- Explore the interplay of movement, sound, image, and form used to convey meaning in dance

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_dance-technique-and-performance_elab.pdf.

Dance 11: Choreography (MDNC-11/DNC 11)

Content

- 19 PLOs are grouped into the following areas:
    - Elements of Movement
    - Creation and Composition
    - Presentation and Performance
    - Dance and Society

Skill Development

- use the elements of movement with increasing degrees of refinement, complexity and variety
- use the creative process compose movement sequences and dances
- participate in the presentation and performance of dance
- understanding, and appreciation of the history, diversity, roles, and influences of dance within society

For detailed information on the Dance 11 and 12: Performance and Choreography IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997dance1112_perfchoreo.pdf.

Dance Choreography 11 (MDNC-11/DNC 11)

This course is intended to be a direct replacement for Dance 11: Choreography.

Content

- 15 learning standards that focus on growth as a choreographer
- elements of dance, techniques, genres, styles, principles, and notation
- kinesthetic and spatial awareness
- the role of dancers, choreographers, and audiences
- local, national, global and intercultural performers, movements, and genres
- the influence of time and place on the emergence of historical and contemporary dance forms
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance
- history of a variety of dance genres
- safety protocols

Curricular Competency Development

- 22 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Use composition skills to create, rehearse, refine, and perform a choreographed dance
- Create original movement phrases by experimenting with dance elements, principles, techniques, vocabulary, and symbols

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_dance-choreography_elab.pdf.

Dance 12: Choreography (MDNC-12/DNC 12)

Content

- The 18 PLOs are grouped by the following four curriculum organizers:
    - Elements of Movement
    - Creation and Composition
    - Presentation and Performance
    - Dance and Society

Skill Development

- use the elements of movement with increasing degrees of refinement, complexity and variety
- use the creative process compose movement sequences and dances
- participate in the presentation and performance of dance
- understanding, and appreciation of the history, diversity, roles, and influences of dance within society

For detailed information on the Dance 11 and 12: Performance and Choreography IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997dance1112_perfchoreo.pdf.

Dance Choreography 12 (MDNC-12/DNC 12)

This course is intended to be a direct replacement for Dance 12: Choreography.

Content

- 16 learning standards that focus on growth as a choreographer
- elements of dance, techniques, genres, styles, principles, and notation
- kinesthetic and spatial awareness
- the role of dancers, choreographers, and audiences in a variety of contexts
- local, national, global and intercultural performers, movements, and genres
- the influence of time and place on the emergence of historical and contemporary dance forms
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance
- history and theory of a variety of dance genres
- safety protocols

Curricular Competency Development

- 22 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Create and perform movement motifs, phrases, dance compositions, and choreography in large-group, small-group, and solo contexts
- Select and combine choreographic forms, structures, and production elements to create meaning and express intent in dance compositions

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_dance-choreography_elab.pdf.

*No pre-existing Ministry-developed **Dance Conditioning 11** course.*

Dance Conditioning 11 (MDNCN11/DNCN 11)

This is a new BC Ministry of Education Course designed to directly support the overall development of the physical fitness and conditioning of the dancer.

Content

- 17 learning standards that focus on health and fitness in dance
- anatomical terminology
- movement principles
- somatic approaches
- spatial and kinesthetic awareness
- body conditioning; components of fitness; principles of fitness program design
- effects of different types of fitness activities on the body
- influences of food choices and eating patterns on dance
- performance and overall health
- performance-enhancing supplements and drugs
- exercise safety and etiquette

Curricular Competency Development

- 15 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - o Explore and Create
  - o Reason and Reflect
  - o Communicate and Document
  - o Connect and Expand (Grade 9–12)
- Participate in physical activities designed to maintain or enhance overall fitness and improve dance performance
- Create, implement, and reflect on a personalized fitness program

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_dance-conditioning_elab.pdf.

*No pre-existing Ministry-developed **Dance Conditioning 12** course.*

Dance Conditioning 12 (MDNCN12/DNCN 12)

This is a new BC Ministry of Education Course designed to directly support the overall development of the physical fitness and conditioning of the dancer.

Content

- 17 learning standards that focus on health and fitness in dance
- anatomical terminology
- movement principles
- somatic approaches
- spatial and kinesthetic awareness
- body conditioning; components of fitness; principles of fitness program design
- effects of different types of fitness activities on the body
- influences of food choices and eating patterns on dance
- performance and overall health
- performance-enhancing supplements and drugs
- exercise safety and etiquette

Curricular Competency Development

- 20 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Participate in physical activities designed to maintain or enhance overall fitness and improve dance performance
- Create, implement, and reflect on a personalized fitness program

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_dance-conditioning_elab.pdf.

*No pre-existing Ministry-developed **Dance Company 10** course.*

Dance Company 10 (MDNCM10/DNCM 10)

This is a new BC Ministry of Education course.

Content

- 15 learning standards that focus on growth as a dancer and the rehearsal and performance processes of a dance company
- role and responsibilities within a dance company
- rehearsal and performance skills
- technical and expressive skills
- stage etiquette
- compositional skills, forms, structures and choreographic devices
- kinesthetic and spatial awareness
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance

Curricular Competency Development

- 24 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - o Explore and Create
    - o Reason and Reflect
    - o Communicate and Document
    - o Connect and Expand (Grade 9–12)
- Rehearse and perform choreographic works using a variety of dance elements, skills, and techniques from historical and contemporary cultures
- Work co-operatively and collaboratively with an ensemble in rehearsal and performance

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/arts-education/10/dance-company.

*No pre-existing Ministry-developed **Dance Company 11** course.*

Dance Company 11 (MDNCM11/DNCM 11)

This is a new BC Ministry of Education course.

Content

- 16 learning standards that focus on growth as a dancer and the rehearsal and performance processes of a dance company
- rehearsal and performance processes of a dance company
- role and responsibilities within a dance company
- rehearsal and performance skills
- technical and expressive skills
- stage etiquette
- compositional skills, forms, structures and choreographic devices
- anatomically and developmentally sound movement principles
- skills specific to a technique, genre, or stylekinesthetic and spatial awareness
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance

Curricular Competency Development

- 21 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Create, rehearse, refine, and perform choreographic works for a variety of purposes
- Develop and refine an articulate body as an instrument of expression

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_dance-company_elab.pdf.

| Old Curriculum | New Curriculum |

*No pre-existing Ministry-developed **Dance Company 12** course.*

Dance Company 12 (MDNCM12/DNCM 12)

This is a new BC Ministry of Education course.

Content

- 16 learning standards that focus on growth as a dancer and the rehearsal and performance processes of a dance company
- rehearsal and performance processes of a dance company
- role and responsibilities within a dance company
- rehearsal and performance skills
- technical and expressive skills
- stage etiquette
- compositional skills, forms, structures and choreographic devices
- kinesthetic and spatial awareness
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance

Curricular Competency Development

- 23 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - o Explore and Create
  - o Reason and Reflect
  - o Communicate and Document
  - o Connect and Expand (Grade 9–12)
- Create, rehearse, refine, and perform choreographic works for a variety of purposes and contexts
- Refine an articulate body as an instrument of expression

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_dance-company_elab.pdf.

ARTS EDUCATION – Drama

Drama 10: General (MDRG-10/DRG 10)
Drama 10: Theatre Performance (MDRR-10/DRR 10)

These courses offered students opportunities to develop diverse dramatic skills to gain a deeper understanding of themselves and the world.

Content

- 18 detailed PLOs organized into three areas
  - Exploration and Imagination
  - Drama Skills
  - Context
- Focus on:
  - expression and trust, critical analysis, social and cultural context and making connections

Skill Development

- Body and Voice
- Role
- Drama as Metaphor
- Elements and Structures
- Technique

For detailed information on the Drama 8 to10 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1995drama810.pdf.

Drama 10 (MDRM-10/DRM 10)

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

Content

- 10 learning standards that focus on active participation in drama and growth as an artist
- drama elements, principles, strategies, techniques, forms, conventions, vocabulary, and symbols
- character development
- movement, sound, image, and form
- the role of the performer, audience, and venue
- the influence of time and place on the emergence of dramatic works
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through drama

Curricular Competency Development

- 20 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Explore and create dramatic works to express ideas and emotions
- Develop a repertoire of dramatic skills and techniques through presentation or performance

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/arts-education/10/drama.

Drama 11: Theatre Performance – Acting (MTPA-11/TPA 11)

This course offers students opportunities to develop diverse dramatic skills to gain a deeper understanding of themselves, and the world. As they develop these skills, students gain the competence and confidence to assume roles, interact with others in role, and arrange playing spaces for dramatic work.

Content

- 36 PLOs organized into 4 areas:
    - Exploration and Analysis
    - Performance Skills
    - Context
    - Company

Skill Development

- Focus on:
    - Performance skills: Body and Voice, Characterization and Elements and Structure, including:
        - Voice and movement performance elements
        - Character development strategies
        - Elements of drama and performance

For detailed information on the Drama 11 and 12: Theatre Performance and Theatre Production IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002drama1112_theatreper_produc.pdf.

Drama 11 (MDRM-11/DRM 11)

Content

- 14 learning standards that focus on active participation in drama and growth as an artist
- drama elements, principles, strategies, techniques, forms, conventions, vocabulary, and symbols
- character development
- movement, sound, image, and form
- the role of the performer, audience, and venue
- the influence of time and place on the emergence of dramatic works
- artists from a variety of genres and cultures
- a range of local, national, and intercultural performers and movements
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through drama
- history of a variety of dramatic genres, including their roles in historical and contemporary societies

Curricular Competency Development

- 24 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance
- Develop a repertoire of dramatic skills and techniques through presentation or performance
- Develop and refine performance skills in a variety of contexts

For detailed information on the new curriculum please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_drama_elab.pdf.

Drama 12: Theatre Performance – Acting (MTPA-12/TPA 12)

This course offers students opportunities to develop diverse dramatic skills to gain a deeper understanding of themselves, and the world. As they develop these skills, students gain the competence and confidence to assume roles, interact with others in role, and arrange playing spaces for dramatic work.

Content

- 35 PLOs organized into 4 areas:
  - Exploration and Analysis
  - Performance Skills
  - Context
  - Company

Skill Development

- Focus on:
  - Performance skills: Body and Voice, Characterization and Elements and Structure, including:
    - Voice and movement performance elements
    - Character development strategies
    - Elements of drama and performance

For detailed information on the Drama 11 and 12: Theatre Performance and Theatre Production IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002drama1112_theatreper_produc.pdf.

Drama 12 (MDRM-12/DRM 12)

Content

- 14 learning standards that focus on active participation in drama and growth as an artist
- drama elements, principles, strategies, techniques, forms, conventions, vocabulary, and symbols
- character development
- movement, sound, image, and form
- the role of the performer, audience, and venue
- the influence of time and place on the emergence of dramatic works
- artists from a variety of genres and cultures
- a range of local, national, and intercultural performers and movements
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through drama
- history of a variety of dramatic genres, including their roles in historical and contemporary societies
- health and safety protocols and procedures

Curricular Competency Development

- 25 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Create, rehearse, and refine dramatic works through collaborative and individual presentation or performance
- Develop a repertoire of dramatic skills, vocabulary, and techniques through presentation or performance
- Develop and refine performance skills in a variety of contexts

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_drama_elab.pdf.

*No pre-existing Ministry-developed **Theatre Company 10** course.*

Theatre Company 10 (MDRTC10/DRTC 10)

Content

- 12 learning standards that focus on active participation in theatre
- drama elements, principles, conventions, strategies, techniques, forms, vocabulary, and symbols
- characterization
- stage etiquette roles and responsibilities within a theatre company
- roles and responsibilities within a theatre company
- a range of local, national, global, and intercultural performers, movements, and drama genres
- contributions of innovative artists from a variety of genres
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives

Curricular Competency Development

- 16 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)

- Explore and demonstrate a repertoire of theatre vocabulary, skills, and conventions, through presentation or performance
- Develop an awareness of self, the audience, the company, and place
- Develop and refine performance based on self-reflection, audience response, and director feedback

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/arts-education/10/theatre-company.

*No pre-existing Ministry-developed **Theatre Company 11** course.*

Theatre Company 11 (MDRTC11/DRTC 11)

This is a new BC Ministry of Education course.

Content

- 13 learning standards that focus on active participation in theatre
- drama elements, principles, conventions, strategies, techniques, forms, vocabulary, and symbols
- characterization
- stage etiquette roles and responsibilities within a theatre company
- roles and responsibilities within a theatre company
- a range of local, national, global, and intercultural performers, movements, and drama genres
- contributions of innovative artists from a variety of genres
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives
- health and safety protocols and procedures

Curricular Competency Development

- 18 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - o Explore and Create
  - o Reason and Reflect
  - o Communicate and Document
  - o Connect and Expand (Grade 9–12)
- Explore and design a range of productions in a theatre company
- Develop vocabulary, skills, and conventions through presentation or performance
- Develop theatre productions collaboratively, using imagination, observation, and inquiry

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_theatre-company_elab.pdf.

Old Curriculum	New Curriculum

*No pre-existing Ministry-developed **Theatre Company 12** course.*

Theatre Company 12 (MDRTC12/DRTC 12)

This is a new BC Ministry of Education course.

Content

- 13 learning standards that focus on active participation in theatre
- drama elements, principles, conventions, strategies, techniques, forms, vocabulary, and symbols
- characterization
- stage etiquette roles and responsibilities within a theatre company
- roles and responsibilities within a theatre company
- a range of local, national, global, and intercultural performers, movements, and drama genres
- contributions of innovative artists from a variety of genres
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives
- health and safety protocols and procedures

Curricular Competency Development

- 19 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Explore, design, and refine a range of productions in a theatre company
- Refine vocabulary, skills, and conventions through presentation or performance
- Create theatre productions collaboratively using a variety of methods

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_theatre-company_elab.pdf.

Drama 10: Theatre Production (MDRD-10/DRD 10)

This course was developed as a module in addition to Drama 10 that allowed students to focus on the production/technical components of Drama and Theatre.

Content

- 19 PLOs organized into 3 areas
    - Technique
    - Performance Applications
    - Theory

Skill Development

- Focus is on Management Skills and Technical Skills:
    - Costumes
    - Props
    - Sound
    - Lighting
    - Set Design and Construction

For detailed information on the Required Program Model Content for Drama 10 (Supplement to the Drama 8 to10 IRP), please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/dr10_sup.pdf.

Theatre Production 10 (MDRD-10/DRD 10)

This course is intended to be a direct replacement for Drama 10: Theatre Production Module.

Content

- 11 learning standards that focus on active participation in theatre production and growth as an artist
- production design, technical theatre, and theatre management
- elements, strategies, techniques, vocabulary, skills and symbols in drama
- production roles
- the roles of performers, crew and audience in a variety of contexts
- personal and social responsibility associated with theatre performance
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives
- potential hazards in the classroom and theatre environments

Curricular Competency Development

- 18 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)

- Explore and create theatre productions using imagination, observation, and inquiry
- Intentionally select and combine production elements with an intended audience or effect in mind
- Explore the variety of roles that support a production team

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/arts-education/10/theatre-production.

Theatre Production 11 (MTPR-11/TPR 11)

In this course students gain the knowledge, skills, and attitudes necessary to become participants in the theatre process through a study of exploration, analysis, design, technical skills, management skills, historical and cultural contexts, and the interrelated roles that comprise a theatre company.

Content

- 33 PLOs organized into four areas:
    - Exploration and Analysis
    - Productions Skills
    - Context
    - Company

Skill Development

- Focus is on Productions Skills:
    - Design: understanding of visual and audio elements, and practical considerations
    - Management: organized into sections based on production, stage, house management and technical direction
    - Technical: lighting, sound, set construction, costumes, makeup and props

For detailed information on the Drama 11 and 12: Theatre Performance and Theatre Production IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002drama1112_theatreper_produc.pdf.

Theatre Production 11 (MDRTP11/DRTP 11)

This course is intended to be a direct replacement for Drama 11: Theatre Production.

Content

- 10 learning standards that focus on active participation in theatre production and growth as an artist
- production design, technical theatre, and theatre management
- production roles
- dramatic elements, technologies, strategies, techniques, vocabulary, skills and symbols in drama
- the roles of performers, crew and audience
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through theatre productions
- health and safety protocols and procedures

Curricular Competency Development

- 19 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Plan and create theatre productions collaboratively and individually, using imagination, observation, and inquiry
- Experiment with a range of materials, props, processes, and technologies in the design of theatre productions

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_theatre-production_elab.pdf.

Old Curriculum

Theatre Production 12 – Technical Theatre (MTPRT12/TPRT 12)
Theatre Production 12 – Theatre Management (MTPRM12/TPRM 12)

In this course students gain understanding of the nature and technical requirements of theatre as an expressive and communicative art form. Through analysis, guided practice, and reflection, students develop and enhance the skills they require to participate meaningfully in the theatre process—as designers, technicians, or managers.

Content

- 23 PLOs organized into four areas:
    - Exploration and Analysis
    - Productions Skills
    - Context
    - Company

Skill Development

- Focus is on Productions Skills:
    - Design: understanding of visual and audio elements, and practical considerations
    - Management: organized into sections based on production, stage, house management and technical direction
    - Technical: lighting, sound, set construction, costumes, makeup and props

For detailed information on the Drama 11 and 12: Theatre Performance and Theatre Production IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002drama1112_theatreper_produc.pdf.

New Curriculum

Theatre Production 12 (MDRTP12/DRTP 12)

This course is intended to be a direct replacement for Drama 12: Theatre Production (Technical Theatre and Theatre Management)

Content

- 10 learning standards that focus on active participation in theatre production and growth as an artist
- production design, technical theatre, and theatre management
- specialized production roles
- dramatic elements, technologies, strategies, techniques, vocabulary, skills and symbols in drama
- the roles of performers, crew and audience
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through theatre productions
- health and safety protocols and procedures

Curricular Competency Development

- 20 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Plan and create theatre productions collaboratively and individually using imagination, observation, and inquiry
- Demonstrate leadership and innovation in production design using artistic and technical skills

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_theatre-production_elab.pdf.

Theatre Performance 11: Directing and Script Development (MTPDS11/TPDS 11)

This course was developed as a module within Theatre Performance and Production to allow students to focus on directing and script development.

Content

- In addition to the PLOs to Theatre Performance 11 there are 23 additional PLOs organized into three areas:
    - Directing and Script Development Technique
    - Performance Applications
    - Theory

Skill Development

is organized under directing and script development

- Directing skills including:
    - Script selection, casting and the rehearsal process
- Script Development skills including:
    - Developing theme, character, vision and voice
    - Adaptation from another medium

For detailed information on the Drama 11 and 12: Theatre Performance and Theatre Production IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002drama1112_theatreper_produc.pdf.

Directing and Script Development 11 (MDRDS11/DRDS 11)

This course is intended to be a direct replacement for Drama 11: Theatre Performance – Directing and Script Development

Content

- 10 learning standards that focus on writing and directing dramatic works
- roles and responsibilities of scriptwriters and directors
- literary techniques, devices, and forms as applied to scriptwriting
- theory, vocabulary, and practices related to a variety of directing environments
- dramatic elements, forms, strategies, techniques, vocabulary, skills and symbols
- traditional and contemporary First Peoples worldviews, history, and stories communicated through directing and scriptwriting
- health and safety protocols and procedures

Curricular Competency Development

- 21 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Explore, create, and refine dramatic works
- Write and direct for an intended audience or with an intended message

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_directing-and-script-development_elab.pdf.

Theatre Performance 12: Directing and Script Development (MTPDS12/TPDS 12)

This course was developed as a module within Theatre Performance and Production to allow students to focus on directing and script development.

Content

- In addition to the PLOs to Theatre Performance 11 there are 23 additional PLOs organized into three areas:
    - Directing and Script Development Technique
    - Performance Applications
    - Theory

Skill Development

is organized under directing and script development

- Directing skills including:
    - Script selection, casting and the rehearsal process
- Script Development skills including:
    - Developing theme, character, vision and voice
    - Adaptation from another medium

For detailed information on the Drama 11 and 12: Theatre Performance and Theatre Production IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002drama1112_theatreper_produc.pdf.

Directing and Script Development 12 (MDRDS12/DRDS 12)

This course is intended to be a direct replacement for Drama 12: Theatre Performance – Directing and Script Development.

Content

- 10 learning standards that focus on writing and directing dramatic works
- roles and responsibilities of scriptwriters and directors
- literary techniques, devices, and forms as applied to scriptwriting
- theory, vocabulary, and practices related to a variety of directing environments
- dramatic elements, forms, strategies, techniques, vocabulary, skills and symbols
- traditional and contemporary First Peoples worldviews, history, and stories communicated through directing and scriptwriting
- health and safety protocols and procedures

Curricular Competency Development

- 22 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Explore, create, and refine dramatic works
- Write and direct for an intended audience or with an intended message

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_directing-and-script-development_elab.pdf.

Old Curriculum

Film and Television 11 (MDFT-11/DFT 11)

Content

- 22 detailed PLOs organized into four areas:
  - o Exploration and Analysis
  - o Drama Skills
  - o Context:
    - ▪ Social, Cultural and Historical
    - ▪ Industry
  - o Technologies and Processes

Skill Development

- Identify how voice and movement are adjusted to create effective film and television performances
- Identify a character's primary acting objectives from a script
- Demonstrate an understanding of how performance is affected by the technical parameters of film and television
- Demonstrate an understanding of acting techniques appropriate for a variety of film and television genres

For detailed information on the Drama 11 and 12: Film and Television IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1998drama1112_filmtv.pdf.

New Curriculum

Film and Television 11 (MDFT-11/DFT 11)

This course is intended to be a direct replacement for Film and Television 11.

Content

- 11 learning standards that focus on moving images and growth as an artist
- moving-image elements, principles, language vocabulary, industry terms, and symbols
- pre-production, production, and post-production strategies, techniques, and technologies
- acting skills and approaches
- roles and responsibilities of pre-production, production, and post-production personnel, as well as roles of artists and audiences
- historical, current, and emerging consumer and commercial moving-image formats and technologies
- traditional and contemporary First Peoples worldviews, history, and stories communicated through moving images
- structure, form, narrative, and genres of local, national, and intercultural cinematic traditions

Curricular Competency Development

- 25 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - o Explore and Create
  - o Reason and Reflect
  - o Communicate and Document
  - o Connect and Expand (Grade 9–12)
- Explore, view, and create moving images
- Demonstrate application of moving-image elements, conventions, and skills through production

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_film-and-television_elab.pdf.

Film and Television 12 (MDFT-12/DFT 12)

Content

- 19 detailed PLOs organized into four areas
  - Exploration and Analysis
  - Drama Skills
  - Context:
    - Social, Cultural and Historical
    - Industry
  - Technologies and Processes

Skill Development

- Use voice and movement to create effective film and television roles
- Maintain the integrity of a performance within the technical parameters of film and television

For detailed information on the Drama 11 and 12: Film and Television IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1998drama1112_filmtv.pdf.

Film and Television 12 (MDFT-12/DFT 12)

Content

- 11 learning standards that focus on moving images and growth as an artist
- moving-image elements, principles, language vocabulary, industry terms, and symbols
- pre-production, production, and post-production strategies, techniques, and technologies
- acting skills and approaches
- roles and responsibilities of pre-production, production, and post-production personnel, as well as roles of artists and audiences
- historical, current, and emerging consumer and commercial moving-image formats and technologies
- traditional and contemporary First Peoples worldviews, history, and stories communicated through moving images
- structure, form, narrative, and genres of local, national, and intercultural cinematic traditions
- ethics and legal implications of moving-image distribution and sharing

Curricular Competency Development

- 26 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Plan, produce, record, and refine moving images individually and collaboratively
- Apply moving-image elements, conventions, and skills in an area of personal specialization

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_film-and-television_elab.pdf.

*No pre-existing Ministry-developed **Musical Theatre 10** course.*

Musical Theatre 10 (MMUTH10/MUTH 10)

This is a new BC Ministry of Education Course.

Content

- 7 learning standards that focus on active participation in musical theatre
- audition, rehearsal, and performance techniques specific to the musical theatre disciplines of drama, music, and dance
- musical theatre styles, elements, principles, strategies, techniques, tools, vocabulary, and symbols
- the roles of performers, crew, and audiences in a variety of contexts
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through musical theatre
- contributions of innovative artists from a range of genres, contexts, time periods, and cultures

Curricular Competency Development

- 19 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Rehearse and perform theatrical works
- Intentionally select and combine conventions from drama, music, and dance

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/arts-education/10/musical-theatre.

Old Curriculum	New Curriculum

*No pre-existing Ministry-developed **Musical Theatre 11** course.*

Musical Theatre 11 (MMUTH11/MUTH 11)

This is a new BC Ministry of Education Course.

Content

- 9 content learning standards that focus on active participation in musical theatre
- audition, rehearsal, and performance techniques specific to the musical theatre disciplines of drama, music, and dance
- musical theatre styles, elements, principles, strategies, techniques, tools, vocabulary, and symbols
- the roles of performers, crew, and audiences
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through musical theatre
- artists from a range of genres, periods, and cultures
- history of a variety of musical theatre genres
- contributions of innovative artists from a range of genres, contexts, time periods, and cultures
- health and safety protocols and procedures

Curricular Competency Development

- 21 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Explore and create musical theatre collaboratively, using imagination, observation, and inquiry
- Rehearse and perform musical theatre

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_musical-theatre_elab.pdf.

Old Curriculum	New Curriculum

*No pre-existing Ministry-developed **Musical Theatre 12** course.*

Musical Theatre 12 (MMUTH12/MUTH 12)

This is a new BC Ministry of Education Course.

Content

- 10 learning standards that focus on active participation in musical theatre
- audition, rehearsal, and performance techniques specific to the musical theatre disciplines of drama, music, and dance
- musical theatre styles, elements, principles, strategies, techniques, tools, vocabulary, and symbols
- interplay of movement, sound, and role interpretation
- the roles of performers, crew, and audiences in a variety of contexts
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through musical theatre
- innovative artists from a range of genres, periods, and cultures
- history of a variety of musical theatre genres, including their roles in historical and contemporary societies
- contributions of innovative artists from a range of genres, contexts, time periods, and cultures
- health and safety protocols and procedures

Curricular Competency Development

- 23 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Explore, design, and create musical theatre collaboratively, using imagination, observation, and inquiry
- Rehearse and perform musical theatre

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_musical-theatre_elab.pdf.

ARTS EDUCATION – Music

Old Curriculum

Music 10: General (MMG--10/ MG 10)

Music 10: Concert Choir (MMCC-10/MCC 10)

Music 10: Vocal Jazz (MMVJ-10/MVJ 10)

Content

- Course is focused on choral performance and vocal technique development
- 29 detailed PLOs
- Organized using the following curricular organizers:
  - Structure:
    - Elements of Rhythm
    - Elements of Melody
    - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
    - Form and the Principles of Design
  - Thoughts, Images, and Feelings
  - Context:
    - Self and Community
    - Historical and Cultural

Skill Development

- Outcomes focus on technical, expressive, and analytical skills

For detailed information on the Music 8 to10 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1995music810.pdf.

For detailed information on the Required Program Model Content for Music 10 (Supplement to the Music 8 to10 IRP), please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/mu10_sup.pdf.

New Curriculum

Choral Music: Concert Choir 10 (MMUCC10/MUCC 10)

Choral Music: Chamber Choir 10 (MMUCH10/MUCH 10)

Choral Music: Vocal Jazz 10 (MMUVJ10/MUVJ 10)

These courses are intended to be a direct replacement for Choral Music 10, with the addition of Chamber Choir as a new course. These courses focus on growth as a choral musician and supports learning in three contexts.

Content

- 9 learning standards that focus on active participation and growth
- elements, principles, vocabulary, symbols, and theory of music
- singing techniques specific to individual voices
- technical skills, strategies, and technologies
- role of the performer, audience, and venue
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music
- history of a variety of musical genres

Curricular Competency Development

- 21 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Perform in large ensemble, small ensemble, and solo contexts
- Express meaning, intent, and emotion through music

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/arts-education/10/choral-music.

Old Curriculum

Choral Music 11: Concert Choir (MCMCC11/CMCC 11)

Choral Music 11: Vocal Jazz (MCMJV11/CMJV 11)

Content

- Course is focused on choral performance and vocal technique development
- 37 detailed PLOs
- Organized using the following curricular organizers:
  - Structure:
    - Elements of Rhythm
    - Elements of Melody
    - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
    - Form and the Principles of Design
  - Thoughts, Images, and Feelings
  - Context:
    - Self and Community
    - Historical and Cultural
  - Musicianship

Skill Development

- Outcomes focus on technical, expressive, and analytical skills in the context of performance

For detailed information on the Music 11 and 12: Choral Music, Instrumental Music IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002music1112_choralinstrum.pdf.

New Curriculum

Choral Music: Concert Choir 11 (MCMCC11/CMCC 11)

Choral Music: Chamber Choir 11 (MMUCH11/MUCH 11)

Choral Music: Vocal Jazz 11 (MCMJV11/CMJV 11)

These courses are intended to be a direct replacement for Choral Music 11, with the addition of Chamber Choir as a new course. These courses focus on growth as a choral musician and supports learning in three contexts.

Content

- 12 learning standards that focus on active participation and growth
- musical elements, principles, vocabulary, symbols, and theory
- singing techniques specific to individual voices
- technical skills, strategies, and technologies
- roles of the performer, audience, and venue
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music
- contributions of innovative artists from a variety of genres, contexts, periods, and cultures
- history of a variety of musical genres
- influences of historical and contemporary societies on musical works

Curricular Competency Development

- 24 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Perform in large ensemble, small ensemble, and solo contexts
- Explore a composer's musical and expressive intentions
- Express meaning, intent, and emotion through music

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_choral-music_elab.pdf.

Choral Music 12: Concert Choir (MCMCC12/CMCC 12)
Choral Music 12: Vocal Jazz (MCMJV12/CMJV 12)

Content

- Course is focused on choral performance and vocal technique development
- 36 detailed PLOs
- Organized using the following curricular organizers:
    - Structure:
        - Elements of Rhythm
        - Elements of Melody
        - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
        - Form and the Principles of Design
    - Thoughts, Images, and Feelings
    - Context:
        - Self and Community
        - Historical and Cultural
    - Musicianship

Skill Development

- Outcomes focus on technical, expressive, and analytical skills in the context of performance

For detailed information on the Music 11 and 12: Choral Music, Instrumental Music IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002music1112_choralinstrum.pdf.

Choral Music: Concert Choir 12 (MCMCC12/CMCC 12)
Choral Music: Chamber Choir 12 (MMUCH12/MUCH 12)
Choral Music: Vocal Jazz 12 (MCMJV12/ CMJV 12)

These courses are intended to be a direct replacement for Choral Music 12, with the addition of Chamber Choir as a new course. These courses focus on growth as a choral musician and supports learning in three contexts.

Content

- 13 learning standards that focus on active participation and growth
- musical elements, principles, vocabulary, symbols, and theory
- singing techniques specific to individual voices
- technical skills, strategies, and technologies
- roles of the performer, audience, and ensemble conductor
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music
- contributions of innovative artists from a variety of genres, contexts, periods, and cultures
- a range of global and inter-cultural musicians, movements, and genres
- history of a variety of musical genres
- influences of historical and contemporary societies on musical works

Curricular Competency Development

- 24 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Perform in large ensemble, small ensemble, and solo contexts
- Examine the qualities of a composition that define its genre
- Create and refine musical selections

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_choral-music_elab.pdf.

*No pre-existing Ministry-developed **Contemporary Music 10** course.*

Contemporary Music 10 (MMUCM10/MUCM 10)

This is a new BC Ministry of Education course. This course is focused on growth as a musician.

Content

- 10 learning standards that focus on active participation and growth
- elements, principles, vocabulary, symbols, and theory of music
- techniques, vocabulary, technologies, and context relevant to a particular idiom or genre
- creative processes
- emerging and evolving trends in music
- a variety of musical styles, genres, and traditions
- role of the performer, audience, and venue
- innovative artists from a variety of genres and cultures
- history of a variety of musical genres

Curricular Competency Development

- 22 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Perform in both solo and ensemble contexts
- Express meaning, intent, and emotion through music
- Improvise and take creative risks in music

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/arts-education/10/contemporary-music.

*No pre-existing Ministry-developed **Contemporary Music 11** course.*

Contemporary Music 11 (MMUCM11/MUCM 11)

This is a new BC Ministry of Education course. This course is focused on growth as a musician.

Content

- 10 learning standards that focus on active participation and growth
- musical elements, principles, vocabulary, symbols, and theory
- techniques, vocabulary, technologies, and context relevant to a particular idiom or genre
- creative processes
- emerging and evolving trends in music
- a variety of musical styles, genres, and traditions
- role of the performers and audience
- artists from a variety of genres and movements
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music
- history of a variety of musical genres

Curricular Competency Development

- 24 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Perform in both solo and ensemble contexts
- Explore a composer's musical and expressive intentions
- Express meaning, intent, and emotion through music

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_contemporary-music_elab.pdf.

*No pre-existing Ministry-developed **Contemporary Music 12** course.*

Contemporary Music 12 (MMUCM12/MUCM 12)

This is a new BC Ministry of Education course. This course is focused on growth as a musician.

Content

- 12 learning standards that focus on active participation and growth
- musical elements, principles, vocabulary, symbols, and theory
- techniques, vocabulary, technologies, and context relevant to a particular idiom or genre
- creative processes
- emerging and evolving trends in music
- a variety of musical styles, genres, and traditions
- roles of the performers, audience, and venue
- innovative artists from a variety of genres, movements, and cultures
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music
- history of a variety of musical genres

Curricular Competency Development

- 26 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Perform in both solo and ensemble contexts
- Combine genres and styles to inspire innovation
- Improvise and take creative risks in music

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_contemporary-music_elab.pdf.

Music: Composition and Technology 11 (MMCT-11/MCT 11)

Content

- Course is focused on formalization of composition processes and techniques
- 38 detailed PLOs
- Organized using the following curricular organizers:
  - Structure:
    - Elements of Rhythm
    - Elements of Melody
    - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
    - Form and the Principles of Design
  - Thoughts, Images, and Feelings
  - Context:
    - Self and Community
    - Historical and Cultural
  - Applications of Technology

Skill Development

- Outcomes focus on creation, manipulation, and reproduction skills

For detailed information on the Music 11 and 12: Composition and Technology IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997music1112_comptech.pdf.

Composition and Production 11 (MMUCP11/MUCP 11)

This course is intended to be a direct replacement for Composition and Technology 11.

Content

- 14 learning standards that focus on active participation and growth as a composer and producer
- musical elements, principles, vocabulary, symbols, and theory
- techniques and technical skills to support creative processes
- a range of current technologies
- hardware and software used to create, record, and structure sound
- physics and physical properties of sound and sound synthesis
- characteristics, qualities, and limitations of instruments
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music
- artists from a variety of genres, contexts, periods, and cultures
- history of a variety of musical genres
- moral, ethical, and legal issues related to music production, duplication, and distribution

Curricular Competency Development

- 22 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Compose music for solo and ensemble contexts
- Create, produce, reproduce, or manipulate music using available technologies
- Use musical vocabulary in composition and production

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_composition-and-production_elab.pdf.

Music: Composition and Technology 12 (MMCT-12/MCT 12)

Content

- Course is focused on instrumental performance and technique development
- 33 detailed PLOs
- Organized using the following curricular organizers:
  - Structure:
    - Elements of Rhythm
    - Elements of Melody
    - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
    - Form and the Principles of Design
  - Thoughts, Images, and Feelings
  - Context:
    - Self and Community
    - Historical and Cultural
  - Applications of Technology

Skill Development

- Outcomes focus on physical properties of sound and sound synthesis

For detailed information on the Music 11 and 12: Composition and Technology IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997music1112_comptech.pdf.

Composition and Production 12 (MMUCP12/MUCP 12)

This course is intended to be a direct replacement for Composition and Technology 12.

Content

- 15 learning standards that focus on active participation and growth as a composer and producer
- musical elements, principles, vocabulary, symbols, and theory
- techniques and technical skills to support creative processes
- a range of current technologies
- hardware and software used to create, record, and structure sound
- physics and physical properties of sound and sound synthesis
- characteristics, qualities, and limitations of instruments
- global and inter-cultural musicians, movements, and genres
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music
- contributions of innovative artists from a variety of genres, contexts, periods, and cultures
- history of a variety of musical genres
- moral, ethical, and legal issues related to music production, duplication, and distribution

Curricular Competency Development

- 22 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Compose music for solo and ensemble contexts
- Create, produce, reproduce, or manipulate music using available technologies
- Explore new musical ideas by combining genres or styles

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_composition-and-production_elab.pdf.

Old Curriculum

Music 10: Concert Band (MMCB-10/MCB 10)
Music 10: Orchestral Strings (MMOS-10/MOS 10)
Music 10: Jazz Band (MMJB-10/ MJB 10)
Music 10: Guitar (MMGR-10/MGR 10)

Content

- Course is focused on instrumental performance and technique development
- 29 detailed PLOs
- Organized using the following curricular organizers:
  - Structure:
    - Elements of Rhythm
    - Elements of Melody
    - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
    - Form and the Principles of Design
  - Thoughts, Images, and Feelings
  - Context:
    - Self and Community
    - Historical and Cultural

Skill Development

- Outcomes focus on technical, expressive, and analytical skills

For detailed information on the Music 8 to10 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1995music810.pdf.

For detailed information on the Required Program Model Content for Music 10 (Supplement to the Music 8 to10 IRP), please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/mu10_sup.pdf.

New Curriculum

Instrumental Music: Concert Band 10 (MMUCB10/MUCB 10)
Instrumental Music: Orchestra 10 (MMUOR10/MUOR 10)
Instrumental Music: Jazz Band 10 (MMUJB10/MUJB 10)
Instrumental Music: Guitar 10 (MMUGT10/MUGT 10)

These courses are intended to be a direct replacement for Music 10 (Concert Band, Jazz Band, Orchestral Strings, Guitar) and are focused on growth as an instrumental musician.

Content

- 9 learning standards that focus on active participation and growth as an instrumental musician
- elements, principles, vocabulary, symbols, and theory of music
- techniques specific to individual or families of instruments, including:
  - winds
  - percussion
  - keyboard
  - orchestral strings
  - guitar
- technical skills, strategies, and technologies
- creative processes
- traditional and contemporary First Peoples worldviews and
- cross-cultural perspectives, as communicated through music
- history of a variety of musical genres

Curricular Competency Development

- 22 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Perform in large ensemble, small ensemble, and solo contexts
- Express meaning, intent, and emotion through music
- Improvise and take creative risks in music

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/arts-education/10/instrumental-music.

Old Curriculum

Instrumental Music 11: Concert Band (MIMCB11/IMCB 11)
Instrumental Music 11: Orchestral Strings (MIMOS11/IMOS 11)
Instrumental Music 11: Jazz Band (MIMJB11/IMJB 11)
Instrumental Music 11: Guitar (MIMG-11/IMG 11)

Content

- Course is focused on instrumental performance and technique development
- 35 detailed PLOs
- Organized using the following curricular organizers:
    - Structure:
        - Elements of Rhythm
        - Elements of Melody
        - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
        - Form and the Principles of Design
    - Thoughts, Images, and Feelings
    - Context:
        - Self and Community
        - Historical and Cultural
    - Musicianship

Skill Development

- Outcomes focus on technical, expressive, and analytical skills in the context of performance

For detailed information on the Music 11 and 12: Choral Music, Instrumental Music IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002music1112_choralinstrum.pdf.

New Curriculum

Instrumental Music: Concert Band 11 (MIMCB11/IMCB 11)
Instrumental Music: Orchestra 11 (MMUOR11/MUOR 11)
Instrumental Music: Jazz Band 11 (MIMJB11/IMJB 11)
Instrumental Music: Guitar 11 (MIMG-11/IMG 11)

These courses are intended to be a direct replacement for Instrumental Music 11 (Concert Band, Jazz Band, Orchestral Strings, Guitar) and are focused on growth as an instrumental musician and careers in music.

Content

- 8 learning standards that focus on active participation and growth as an instrumental musician
- elements, principles, vocabulary, symbols, and theory of music
- techniques specific to individual or families of instruments, including:
    - winds
    - percussion
    - keyboard
    - orchestral strings
    - guitar
- technical skills, strategies, and technologies
- creative processes
- influences of time and place on the emergence of musical forms
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music

Curricular Competency Development

- 23 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Perform in large ensemble, small ensemble, and solo contexts
- Explore a composer's musical and expressive intentions
- Improvise and take creative risks in instrumental music

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_instrumental-music_elab.pdf.

Old Curriculum	New Curriculum

Old Curriculum

Instrumental Music 12: Concert Band (MIMCB12/IMCB 12)

Instrumental Music 12: Orchestral Strings (MIMOS12/IMOS 12)

Instrumental Music 12: Jazz Band (MIMJB12/IMJB 12)

Instrumental Music 12: Guitar (MIMG-12/IMG 12)

Content

- Course is focused on instrumental performance and technique development
- 36 detailed PLOs
- Organized using the following curricular organizers:
  - Structure:
    - Elements of Rhythm
    - Elements of Melody
    - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
    - Form and the Principles of Design
  - Thoughts, Images, and Feelings
  - Context:
    - Self and Community
    - Historical and Cultural
  - Musicianship

Skill Development

- Outcomes focus on technical, expressive, and analytical skills in the context of performance

For detailed information on the Music 11 and 12: Choral Music, Instrumental Music IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002music1112_choralinstrum.pdf.

New Curriculum

Instrumental Music: Concert Band 12 (MIMCB12/IMCB 12)

Instrumental Music: Orchestra 12 (MMUOR12/MUOR 12)

Instrumental Music: Jazz Band 12 (MIMJB12/IMJB 12)

Instrumental Music: Guitar 12 (MIMG-12/IMG 12)

These courses are intended to be a direct replacement for Instrumental Music 12 (Concert Band Orchestral Strings, Jazz Band, Guitar) and are focused on musical connections to community and post-graduation pursuits.

Content

- 8 learning standards that focus on active participation and growth as an instrumental musician
- elements, principles, vocabulary, symbols, and theory of music
- techniques specific to individual or families of instruments, including:
  - winds
  - percussion
  - keyboard
  - orchestral strings
  - guitar
- technical skills, strategies, and technologies
- creative processes
- influences of time and place on the emergence of musical forms
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music

Curricular Competency Development

- 23 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Exploring and Creating
  - Reasoning and Reflecting
  - Communicating and Documenting
  - Connecting and Expanding (Grade 9–12)
- Perform in large ensemble, small ensemble, and solo contexts
- Analyze and study music to identify practice strategies
- Examine the role of the ensemble conductor

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_instrumental-music_elab.pdf.

ARTS EDUCATION – Visual Arts

Visual Arts 10: General (MVAG-10/VAG 10)

Content

- 37 detailed PLOs
- Organized using the following curricular organizers:
    - Image-Development and Design Strategies
    - Contexts (Personal, Social, Cultural, and Historical)
    - Visual Elements and Principles of Art and Design
    - Materials, Technologies, and Processes
- Focus on:
    - creating, perceiving and responding to varied arts mediums
    - a variety of 2D and 3D art mediums

Skill Development

- A set of outcomes to help students explore materials, technologies and processes for potential further development and study
- Creating and communicating meaning through images to satisfy a range of personal and social needs

For detailed information on the Visual Arts 8 to10 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1995visualarts810.pdf.

Art Studio 10 (MVAST10/VAST 10)

This course is intended to be a direct replacement for Visual Arts 10.

Content

- 12 learning standards that focus on growth as an artist
- elements of visual art; principles of design
- image development strategies
- creative processes, materials, techniques, and technologies
- use of symbols and metaphors to represent ideas and perspectives
- influence of visual culture on self-perception and identity
- traditional and contemporary First Peoples worldviews, stories, and history as expressed through visual arts
- role of visual art in social justice issues
- contributions of traditional, innovative, and intercultural artists

Curricular Competency Development

- 16 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Create artistic works using sensory inspiration, imagination, and inquiry
- Explore artistic possibilities and take creative risks
- Create artistic works with an audience in mind

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/arts-education/10/art-studio.

Art Foundations 11 (MAF—11/AF 11)

Content

- 36 detailed PLOs
- Organized using the following curricular organizers:
    - Image-Development and Design Strategies
    - Contexts (Personal, Social, Cultural, and Historical)
    - Visual Elements and Principles of Art and Design
    - Materials, Technologies, and Processes
- Focus on:
    - creating, perceiving and responding to varied arts mediums
    - a variety of 2D and 3D art mediums

Skill Development

- A set of outcomes to help students explore materials, technologies and processes for potential further development and study
- Develop a personal visual voice as artists
- Increase their level of sophistication, complexity and independence through art making

For detailed information on the Visual Arts 11 and 12: Art Foundations and Studio Arts IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

Art Studio 11 (MVAST11/VAST 11)

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

Content

- 11 learning standards that focus on growth as an artist
- elements of visual art; principles of design
- image development strategies
- creative processes; materials, techniques, and technologies
- use of symbols and metaphors
- influence of visual culture in social and other media
- traditional and contemporary First Peoples worldviews, stories, and history as expressed through visual arts
- moral rights and the ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 21 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Create artistic works using sensory inspiration, imagination, and inquiry
- Explore artistic possibilities using a range of materials, processes, and technologies
- Take creative risks to express thoughts and emotions through artistic works

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_art-studio_elab.pdf.

Art Foundations 12 (MAF—12/AF 12)

Content

- 38 detailed PLOs
- Organized using the following curricular organizers:
    - Image-Development and Design Strategies
    - Contexts (Personal, Social, Cultural, and Historical)
    - Visual Elements and Principles of Art and Design
    - Materials, Technologies, and Processes
- Focus on:
    - creating, perceiving and responding to varied arts mediums
    - a variety of 2D and 3D art mediums

Skill Development

- A set of outcomes to help students explore materials, technologies and processes for potential further development and study
- Develop a personal visual voice as artists
- Increase in sophistication, complexity and independence through art making
- Refine technical proficiency of materials, technologies and processes
- Increase in confidence when analyzing and applying design elements
- Explore a range of visual arts careers

For detailed information on the Visual Arts 11 and 12: Art Foundations and Studio Arts IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

Art Studio 12 (MVAST12/VAST 12)

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

Content

- 12 learning standards that focus on growth as an artist
- elements of visual art; principles of design
- image development strategies
- creative processes; materials, techniques, and technologies
- use of symbols and metaphors
- influence of visual culture in social and other media
- traditional and contemporary First Peoples worldviews, stories, and history as expressed through visual arts
- history of a variety of artistic movements, including their roles in historical and contemporary societies
- moral rights and the ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 24 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Create artistic works using sensory inspiration, imagination, and inquiry
- Examine artistic possibilities using a range of materials, processes, and technologies
- Take creative risks to express thoughts and emotions through artistic works

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_art-studio_elab.pdf.

Visual Arts 10: Drawing and Painting (MVAD-10/VAD 10)

Content

- 37 detailed PLOs
- 15 discipline specific PLOs
- Organized using the following curricular organizers:
    - Image-Development and Design Strategies
    - Contexts (Personal, Social, Cultural, and Historical)
    - Visual Elements and Principles of Art and Design
    - Materials, Technologies, and Processes
- Focus on:
    - creating, perceiving and responding to varied drawing and painting mediums

Skill Development

- A set of outcomes to help students explore drawing and painting materials, technologies and processes for focused development and study
- Creating and communicating meaning through images to satisfy a range of personal and social needs

For detailed information on the Visual Arts 8 to10 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1995visualarts810.pdf.

For detailed information on the Required Program Model Content for Visual Arts 10 (Supplement to the Visual Arts 8 to10 IRP), please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/va10_sup.pdf.

Studio Arts 2D 10 (MVAD-10/VAD 10)

This course is intended to be a direct replacement for Visual Arts 10: Drawing and Painting.

Content

- 12 learning standards that focus on growth as an artist
- elements of visual art; principles of design
- image development strategies
- creative processes, materials, technologies, and processes
- use of symbols and metaphors to represent ideas and perspectives
- influence of visual culture on self-perception and identity
- traditional and contemporary First Peoples worldviews, stories, and history as expressed through 2D artistic works
- contributions of traditional, innovative, and intercultural artists

Curricular Competency Development

- 18 well-developed curricular competencies organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Create two-dimensional (2D) artistic works using sensory inspiration, imagination, and inquiry
- Design, create, and refine 2D artistic works

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/arts-education/10/studio-arts-2D.

Studio Arts 11: Drawing and Painting (MSADP11/SADP 11)

Content

- 36 detailed PLOs
- 14 discipline specific PLOs
- Organized using the following curricular organizers:
    - Image-Development and Design Strategies
    - Contexts (Personal, Social, Cultural, and Historical)
    - Visual Elements and Principles of Art and Design
    - Materials, Technologies, and Processes
- Focus on:
    - creating, perceiving and responding to varied drawing and painting mediums

Skill Development

- A set of outcomes to help students explore drawing and painting materials, technologies and processes for focused development and study
- Creating and communicating meaning through images to satisfy a range of personal and social needs
- Develop a personal visual voice as artists
- Increase their level of sophistication, complexity and independence through drawing and painting

For detailed information on the Visual Arts 11 and 12: Art Foundations and Studio Arts IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

Studio Arts 2D 11 (MVAD-11/VAD 11)

This course is intended to be a direct replacement for Studio Arts 11: Drawing and Painting.

Content

- 12 learning standards that focus on growth as an artist
- elements of visual art; principles of design
- image development strategies
- creative processes
- materials, technologies, and processes for 2D artistic works
- symbols and metaphors
- influence of visual culture on self-perception and identity
- traditional and contemporary First Peoples worldviews, stories, and history as expressed through 2D artistic works
- contributions of traditional, innovative, and intercultural artists from a variety of movements and periods
- moral rights, and the ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 22 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Create two-dimensional (2D) artistic works using sensory inspiration, imagination, and inquiry
- Design, create, and refine 2D artistic works for a specific audience

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_studio-arts-2D_elab.pdf.

Studio Arts 12: Drawing and Painting (MSADP12/SADP 12)

Content

- 45 detailed PLOs
- 14 discipline specific PLOs
- Organized using the following curricular organizers:
  - Image-Development and Design Strategies
  - Contexts (Personal, Social, Cultural, and Historical)
  - Visual Elements and Principles of Art and Design
  - Materials, Technologies, and Processes
- Focus on:
  - creating, perceiving and responding to varied drawing and painting mediums

Skill Development

- A set of outcomes to help students explore drawing and painting materials, technologies and processes for focused development and study
- Develop a personal visual voice as artists
- Increase in sophistication, complexity and independence through drawing and painting
- Refine technical proficiency of materials, technologies and processes
- Increase in confidence when analyzing and applying design elements
- Explore a range of drawing and painting related careers

For detailed information on the Visual Arts 11 and 12: Art Foundations and Studio Arts IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

Studio Arts 2D 12 (MVAD-12/VAD 12)

This course is intended to be a direct replacement for Studio Arts 12: Drawing and Painting.

Content

- 13 learning standards that focus on growth as an artist
- elements of visual art; principles of design
- image development strategies
- creative processes
- materials, technologies, and processes for 2D artistic works
- symbols and metaphors
- influence of visual culture in social and other media
- traditional and contemporary First Peoples worldviews, stories, and history as expressed through 2D artistic works
- contributions of traditional, innovative, and intercultural visual artists from a variety of movements, contexts, and periods
- history of a variety of artistic movements, including their roles in historical and contemporary societies
- moral rights, and the ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 22 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Create two-dimensional (2D) artistic works using sensory inspiration, imagination, and inquiry
- Design, create, and refine 2D artistic works for a specific audience

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_studio-arts-2D_elab.pdf.

Studio Arts 11: Printmaking and Graphic Design (MSAPG11/SAPG 11)

Content

- 36 detailed PLOs
- 12 discipline specific PLOs
- Organized using the following curricular organizers:
  - Image-Development and Design Strategies
  - Contexts (Personal, Social, Cultural, and Historical)
  - Visual Elements and Principles of Art and Design
  - Materials, Technologies, and Processes
- Focus on:
  - creating, perceiving and responding to varied printmaking and graphic design mediums such as screen prints, woodcuts, etching, or monotypes

Skill Development

- A set of outcomes to help students explore printmaking and graphic design materials, technologies and processes for focused development and study
- Creating and communicating meaning through images to satisfy a range of personal and social needs
- Develop a personal visual voice as artists
- Increase their level of sophistication, complexity and independence through printmaking and graphic design

For detailed information on the Visual Arts 11 and 12: Art Foundations and Studio Arts IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

Graphic Arts 11 (MVAGA11/VAGA 11)

This course is intended to be a direct replacement for Studio Arts 11: Printmaking and Graphic Design.

Content

- 12 learning standards that focus on growth as an artist
- elements of visual arts, principles of design, and image development strategies
- printmaking and graphic forms, materials, technologies, and processes
- influences of visual culture in social and other media
- traditional and contemporary First Peoples worldviews, stories, practices, and history, as expressed through graphic arts
- contributions of traditional, innovative, and intercultural graphic artists from a variety of movements and periods
- moral rights and the ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 24 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Create graphic artworks using sensory inspiration, imagination, and inquiry
- Design, create, and refine graphic artworks

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_graphic-arts_elab.pdf.

Studio Arts 12: Printmaking and Graphic Design (MSAPG12/SAPG 12)

Content

- 45 detailed PLOs
- 12 discipline specific PLOs
- Organized using the following curricular organizers:
  - Image-Development and Design Strategies
  - Contexts (Personal, Social, Cultural, and Historical)
  - Visual Elements and Principles of Art and Design
  - Materials, Technologies, and Processes
- Focus on:
  - creating, perceiving and responding to varied printmaking and graphic design mediums such as screen prints, woodcuts, etching, or monotypes

Skill Development

- A set of outcomes to help students explore printmaking and graphic design materials, technologies and processes for focused development and study
- Develop a personal visual voice as artists
- Increase their level of sophistication, complexity and independence through printmaking and graphic design
- Refine technical proficiency of materials, technologies and processes
- Increase in confidence when analyzing and applying design elements
- Explore a range of printmaking and graphic arts careers

For detailed information on the Visual Arts 11 and 12: Art Foundations and Studio Arts IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

Graphic Arts 12 (MVAGA12/VAGA 12)

This course is intended to be a direct replacement for Studio Arts 12: Printmaking and Graphic Design.

Content

- 13 learning standards that focus on growth as an artist
- elements of visual arts, principles of design, and image development strategies
- printmaking and graphic forms, materials, technologies, and processes
- influences of visual culture in social and other media
- traditional and contemporary First Peoples worldviews, stories, and practices, as expressed through graphic arts
- contributions of traditional, innovative, and intercultural graphic artists from a variety of movements, contexts, and periods
- history of a variety of artistic movements, including their roles in historical and contemporary societies
- moral rights and the ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 24 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Create graphic artworks using sensory inspiration, imagination, and inquiry
- Design, create, and refine graphic artworks

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_graphic-arts_elab.pdf.

Visual Arts 10: Media Arts (MVAM-10/VAM 10)

Content

- 37 detailed PLOs
- Organized using the following curricular organizers:
  - Image-Development and Design Strategies
  - Contexts (Personal, Social, Cultural, and Historical)
  - Visual Elements and Principles of Art and Design
  - Materials, Technologies, and Processes
- Focus on:
  - design and production through the use of varied media, such as computer animation, Claymation, stop motion, or projection

Skill Development

- A set of outcomes to help students explore materials, technologies and processes while specializing in areas of interest, self-direct the design process, select career paths while accessing community and school based resources, create a dialogue to perceive, respond to and create images

For detailed information on the Visual Arts 8 to10 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1995visualarts810.pdf.

For detailed information on the Required Program Model Content for Visual Arts 10 (Supplement to the Visual Arts 8 to10 IRP), please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/va10_sup.pdf.

Media Arts 10 (MVAM-10/VAM 10)

This course is intended to be a direct replacement for Visual Arts 10: Media Arts.

Content

- 13 learning standards that focus on growth as an artist
- media technologies, elements and principles of design, and image development strategies
- standards-compliant technology
- a range of materials, processes and techniques
- local, national, global, and intercultural media artists as well as the influence of movements, contexts, time periods and cultures
- media production skills
  - pre-production
  - production
  - post-production
- First Peoples worldviews and cross-cultural perspectives, stories, and history as expressed through media arts
- local, national, global, and inter-cultural media artists
- ethical, moral, and legal considerations associated with media arts technology

Curricular Competency Development

- 32 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Create media art using sensory inspiration, imagination, and inquiry
- Explore artistic possibilities and take creative risks using various sources of inspiration

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/arts-education/10/media-arts.

Visual Arts 11: Media Arts (MVAMT11/VAMT 11)

Content

- 26 detailed PLOs
- Organized using the following curricular organizers:
  - Image-Development and Design Strategies
  - Context
  - Visual Elements and Principles of Art and Design
  - Materials, Technologies and Processes
- Focus on:
  - design and production through the use of varied media, such as computer animation, Claymation, stop motion, or projection

Skill Development

- A set of outcomes to help students explore materials, technologies and processes while specializing in areas of interest, self-direct the design process, select career paths while accessing community and school based resources, create a dialogue to perceive, respond to and create images.

For detailed information on the Visual Arts 11 and 12: Media Arts IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997visualarts1112_mediaarts.pdf.

Media Arts 11 (MVAMT11/VAMT 11)

This course is intended to be a direct replacement for Visual Arts 11: Media Arts.

Content

- 14 learning standards that focus on growth as an artist
- media technologies, elements and principles of design, and image development strategies
- standards-compliant technology
- a range of materials, processes and techniques
- local, national, global, and intercultural media artists as well as the influence of movements, contexts, time periods and cultures
- media production skills
  - pre-production
  - production
  - post-production
- First Peoples worldviews and cross-cultural perspectives, stories, and history as expressed through media arts
- local, national, global, and inter-cultural media artists and genres
- ethical, moral, and legal considerations associated with media arts technology

Curricular Competency Development

- 24 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Create media art using sensory inspiration, imagination, and inquiry
- Explore artistic possibilities and take creative risks using various sources of inspiration

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_media-arts_elab.pdf.

Visual Arts 12: Media Arts (MVAMT12/VAMT 12)

Content

- This course is focused on design and production through the use of varied arts mediums.
- 27 detailed PLOs
- Organized using the following curricular organizers:
    - Image-Development and Design Strategies
    - Context
    - Visual Elements and Principles of Art and Design
    - Materials, Technologies and Processes
- Focus on:
    - design and production through the use of varied media, such as computer animation, Claymation, stop motion, or projection

Skill Development

- A set of outcomes to help students: explore materials, technologies and processes while specializing in areas of interest, self-direct the design process, select career paths while accessing community and school based resources, create a dialogue to perceive, respond to and create images.

For detailed information on the Visual Arts 11 and 12: Media Arts IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997visualarts1112_mediaarts.pdf.

Media Arts 12 (MVAMT12/VAMT 12)

This course is intended to be a direct replacement for Visual Arts 12: Media Arts.

Content

- 14 learning standards that focus on growth as an artist
- media technologies, elements and principles of design, and image development strategies
- standards-compliant technology
- a range of materials, processes and techniques
- local, national, global, and intercultural media artists as well as the influence of movements, contexts, time periods and cultures
- media production skills
    - pre-production
    - production
    - post-production
- First Peoples worldviews and cross-cultural perspectives, stories, and history as expressed through media arts
- local, national, global, and inter-cultural media artists and genres
- ethical, moral, and legal considerations associated with media arts technology

Curricular Competency Development

- 24 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Create media art using sensory inspiration, imagination, and inquiry
- Explore artistic possibilities and take creative risks using various sources of inspiration

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_media-arts_elab.pdf.

| Old Curriculum | New Curriculum |

*No pre-existing Ministry-developed **Photography 10** course.*

Photography 10 (MVAPH10/VAPH 10)

This is a new BC Ministry of Education course.

Content

- 13 learning standards that focus on growth as a photographer
- elements of visual arts, principles of composition, and image development strategies in photography
- materials, processes, and techniques and image making technologies used in one or more types of photography
    - digital photography
    - darkroom photography
    - alternative photographic processes
- photo chemistry (if using film) or alternative chemical processes
- behaviours of light, ways of sensing light
- influence of visual culture in social and other media
- history of photography
- traditional and contemporary First Peoples worldviews, stories, and history as expressed through photography

Curricular Competency Development

- 15 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - Explore and Create
    - Reason and Reflect
    - Communicate and Document
    - Connect and Expand (Grade 9–12)
- Create photographic works using sensory inspiration, imagination, and inquiry
- Explore photographic possibilities and take creative risks

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/arts-education/10/photography.

Old Curriculum	New Curriculum

*No pre-existing Ministry-developed **Photography 11** course.*

Photography 11 (MVAPH11/VAPH 11)

This is a new BC Ministry of Education course.

Content

- 15 learning standards that focus on growth as a photographer
- elements of visual arts, principles of composition, and image development strategies in photography
- materials, processes, and techniques and image making technologies used in one or more types of photography
  - o digital photography
  - o darkroom photography
  - o alternative photographic processes
- photo chemistry (if using film) or alternative chemical processes
- behaviours of light, ways of sensing light
- influence of visual culture in social and other media
- history of photography
- traditional and contemporary First Peoples worldviews, stories, and history as expressed through photography
- moral rights, and the ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 21 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - o Explore and Create
  - o Reason and Reflect
  - o Communicate and Document
  - o Connect and Expand (Grade 9–12)
- Create photographic works using sensory inspiration, imagination, and inquiry
- Explore photographic possibilities and cross-cultural perspectives

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_photography_elab.pdf.

*No pre-existing Ministry-developed **Photography 12** course.*

Photography 12 (MVAPH12/VAPH 12)

This is a new BC Ministry of Education course.

Content

- 16 learning standards that focus on growth as a photographer
- elements of visual arts, principles of composition, and image development strategies in photography
- materials, processes, and techniques and image making technologies used in one or more types of photography
    - o digital photography
    - o darkroom photography
    - o alternative photographic processes
- photo chemistry (if using film) or alternative chemical processes
- behaviours of light, ways of sensing light
- influence of visual culture in social and other media
- history of photography
- traditional and contemporary First Peoples worldviews, stories, and history as expressed through photography
- moral rights, and the ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 21 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
    - o Explore and Create
    - o Reason and Reflect
    - o Communicate and Document
    - o Connect and Expand (Grade 9–12)
- Create photographic works using sensory inspiration, imagination, and inquiry
- Explore photographic possibilities and cross-cultural perspectives

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_photography_elab.pdf.

Visual Arts 10: Ceramics and Sculpture (MVAC-10/VAC 10)

Content

- 37 detailed PLOs
- 12 discipline specific PLOs
- Organized using the following curricular organizers:
  - Image-Development and Design Strategies
  - Contexts (Personal, Social, Cultural, and Historical)
  - Visual Elements and Principles of Art and Design
  - Materials, Technologies, and Processes
- Focus on:
  - Creating, perceiving and responding to varied sculpture mediums such as ceramics, wood, metal, or paper

Skill Development

- A set of outcomes to help students explore additive and subtractive sculptural materials, technologies and processes for focused development and study
- Creating and communicating meaning through images to satisfy a range of personal and social needs

For detailed information on the Visual Arts 8 to10 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997visualarts1112_mediaarts.pdf.

For detailed information on the Required Program Model Content for Visual Arts 10 (Supplement to the Visual Arts 8 to10 IRP), please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/va10_sup.pdf.

Studio Arts 3D 10 (MVAC-10/VAC 10)

This course is intended to be a direct replacement for Ceramics and Sculpture 10.

Content

- 13 learning standards that focus on growth as an artist
- elements of visual arts, principles of design, and image development strategies
- materials, technologies and processes
- physical properties and impacts of various materials
- use of symbols and metaphors to represent ideas and perspectives
- influence of visual culture in media
- traditional and contemporary First Peoples worldviews, stories, and practices, as expressed through 3D artistic works
- role of 3D artistic works in social justice issues

Curricular Competency Development

- 16 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Create three-dimensional (3D) artistic works using sensory inspiration, imagination, and inquiry
- Explore artistic possibilities and take creative risks

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/arts-education/10/studio-arts-3D.

Studio Arts 11: Ceramics and Sculpture (MSACS11/SACS 11)
Studio Arts 11: Fabric and Fibre (MSAFF11/SAFF 11)

Content

- 36 detailed PLOs
- 13 discipline specific PLOs
- Organized using the following curricular organizers:
  - Image-Development and Design Strategies
  - Contexts (Personal, Social, Cultural, and Historical)
  - Visual Elements and Principles of Art and Design
  - Materials, Technologies, and Processes
- Focus on:
  - Creating, perceiving and responding to varied sculpture mediums such as ceramics, wood, metal, or paper.

Skill Development

- A set of outcomes to help students explore additive and subtractive sculptural materials, technologies and processes for focused development and study
- Develop a personal visual voice as artists
- Increase their level of sophistication, complexity and independence through additive and subtractive sculptural processes

For detailed information on the Visual Arts 11 and 12: Art Foundations and Studio Arts IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

Studio Arts 3D 11 (MVAC-11/VAC 11)

This course is intended to be a direct replacement for Ceramics and Sculpture 11.

Content

- 13 learning standards that focus on growth as an artist
- elements of visual arts, principles of design, and image development strategies
- materials, technologies and processes
- physical properties and impacts of various materials
- use of symbols and metaphors to represent ideas and perspectives
- influence of visual culture in social and other media
- traditional and contemporary First Peoples worldviews, stories, and practices, as expressed through 3D artistic works
- contributions of traditional, innovative, and intercultural artists from a variety of movements, and periods
- moral rights, and the ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 23 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Create three-dimensional (3D) artistic works using sensory inspiration, imagination, and inquiry
- Explore artistic possibilities and take creative risks

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_11_studio-arts-3D_elab.pdf.

Studio Arts 12: Ceramics and Sculpture (MSACS12/SACS 12)
Studio Arts 12: Fabric and Fibre (MSAFF12/SAFF 12)

Content

- 45 detailed PLOs
- 13 discipline specific PLOs
- Organized using the following curricular organizers:
  - Image-Development and Design Strategies
  - Contexts (Personal, Social, Cultural, and Historical)
  - Visual Elements and Principles of Art and Design
  - Materials, Technologies, and Processes
- Focus on:
  - Creating, perceiving and responding to varied sculpture mediums such as ceramics, wood, metal, or paper

Skill Development

- A set of outcomes to help students explore additive and subtractive sculptural materials, technologies and processes for focused development and study
- Develop a personal visual voice as artists
- Increase their level of sophistication, complexity and independence through sculptural processes
- Refine technical proficiency of materials, technologies and processes
- Increase in confidence when analyzing and applying design elements
- Explore a range of sculpture related careers

For detailed information on the Visual Arts 11 and 12: Art Foundations and Studio Arts IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

Studio Arts 3D 12 (MVAC-11/VAC 11)

This course is intended to be a direct replacement for Ceramics and Sculpture 12.

Content:

- 13 learning standards that focus on growth as an artist
- elements of visual arts, principles of design, and image development strategies
- materials, technologies and processes
- physical properties and impacts of various materials
- use of symbols and metaphors to represent ideas and perspectives
- influence of visual culture in social and other media
- traditional and contemporary First Peoples worldviews, stories, and practices, as expressed through 3D artistic works
- contributions of traditional, innovative, and intercultural artists from a variety of movements, and periods
- moral rights, and the ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 23 well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12:
  - Explore and Create
  - Reason and Reflect
  - Communicate and Document
  - Connect and Expand (Grade 9–12)
- Create three-dimensional (3D) artistic works using sensory inspiration, imagination, and inquiry
- Take creative risks to demonstrate artistic possibilities, and cross-cultural perspectives

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/arts-education/en_arts-education_12_studio-arts-3D_elab.pdf.

Arts Education Course Code Comparison Table

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Art Foundations 11	MAF--11	AF 11	Art Studio 11	MVAST11	VAST 11
Art Foundations 12	MAF--12	AF 12	Art Studio 12	MVAST12	VAST 12
Choral Music: Concert Choir 11	MCMCC11	CMCC 11	Choral Music: Concert Choir 11	MCMCC11	CMCC 11
Choral Music: Concert Choir 12	MCMCC12	CMCC 12	Choral Music: Concert Choir 12	MCMCC12	CMCC 12
Choral Music: Vocal Jazz 11	MCMJV11	CMJV 11	Choral Music: Vocal Jazz 11	MCMJV11	CMJV 11
Choral Music: Vocal Jazz 12	MCMJV12	CMJV 12	Choral Music: Vocal Jazz 12	MCMJV12	CMJV 12
Dance 10: General	MDNG-10	DNG 10	Dance Foundations 10	MDCF-10	DCF 10
Dance 10: Performance	MDNP-10	DNP 10	Dance Technique and Performance 10	MDNTP10	DNTP 10
Dance: Choreography 10	MDNC-10	DNC 10	Dance Choreography 10	MDNC-10	DNC 10
Dance: Choreography 11	MDNC-11	DNC 11	Dance: Choreography 11	MDNC-11	DNC 11
Dance: Choreography 12	MDNC-12	DNC 12	Dance: Choreography 12	MDNC-12	DNC 12
Dance: Performance 11	MDNP-11	DNP 11	Dance Technique and Performance 11	MDNTP11	DNTP 11
Dance: Performance 12	MDNP-12	DNP 12	Dance Technique and Performance 12	MDNTP12	DNTP 12
Drama 10: General	MDRG-10	DRG 10	Drama 10	MDRM-10	DRM 10
Drama 10: Theatre Performance	MDRR-10	DRR 10	*Discontinued*		
Drama 10: Theatre Production	MDRD-10	DRD 10	Theatre Production 10	MDRD-10	DRD 10
Film and Television 11	MDFT-11	DFT 11	Film and Television 11	MDFT-11	DFT 11
Film and Television 12	MDFT-12	DFT 12	Film and Television 12	MDFT-12	DFT 12
Fine Arts and Applied Skills 11	MFNAS11	FNASK11	*Discontinued* Note: All new Grade 11 Arts Education Courses may be offered as 2-credit or 4-credit options		
Fine Arts 11	MFNA-11	FNA 11			
Fine Arts 11a	MFNA-1A	FNA 11A			
Fine Arts 11b	MFNA-1B	FNA 11B			
Fine Arts 11c	MFNA-1C	FNA 11C			
Instrumental Music 11: Orchestral Strings	MIMOS11	IMOS 11	Instrumental Music: Orchestra 11	MMUOR11	MUOR 11
Instrumental Music 12: Orchestral Strings	MIMOS12	IMOS 12	Instrumental Music: Orchestra 12	MMUOR12	MUOR 12
Instrumental Music: Concert Band 11	MIMCB11	IMCB 11	Instrumental Music: Concert Band 11	MIMCB11	IMCB 11

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Instrumental Music: Concert Band 12	MIMCB12	IMCB 12	Instrumental Music: Concert Band 12	MIMCB12	IMCB 12
Instrumental Music: Guitar 11	MIMG-11	IMG 11	Instrumental Music: Guitar 11	MIMG-11	IMG 11
Instrumental Music: Guitar 12	MIMG-12	IMG 12	Instrumental Music: Guitar 12	MIMG-12	IMG 12
Instrumental Music: Jazz Band 11	MIMJB11	IMJB 11	Instrumental Music: Jazz Band 11	MIMJB11	IMJB 11
Instrumental Music: Jazz Band 12	MIMJB12	IMJB 12	Instrumental Music: Jazz Band 12	MIMJB12	IMJB 12
Media Arts 10	MVAM-10	VAM 10	Media Arts 10	MVAM-10	VAM 10
Media Arts 11	MVAMT11	VAMT 11	Media Arts 11	MVAMT11	VAMT 11
Media Arts 12	MVAMT12	VAMT 12	Media Arts 12	MVAMT12	VAMT 12
Music 10: Concert Band	MMCB-10	MCB 10	Instrumental Music: Concert Band 10	MMUCB10	MUCB 10
Music 10: Concert Choir	MMCC-10	MCC 10	Choral Music: Concert Choir 10	MMUCC10	MUCC 10
Music 10: General	MMG--10	MG 10	*Discontinued*		
Music 10: Guitar	MMGR-10	MGR 10	Instrumental Music: Guitar 10	MMUGT10	MUGT 10
Music 10: Jazz Band	MMJB-10	MJB 10	Instrumental Music: Jazz Band 10	MMUJB10	MUJB 10
Music 10: Orchestral Strings	MMOS-10	MOS 10	Instrumental Music: Orchestra 10	MMUOR10	MUOR 10
Music 10: Vocal Jazz	MMVJ-10	MVJ 10	Choral Music: Vocal Jazz 10	MMUVJ10	MUVJ 10
Music: Composition and Technology 11	MMCT-11	MCT 11	Composition and Production 11	MMUCP11	MUCP 11
Music: Composition and Technology 12	MMCT-12	MCT 12	Composition and Production 12	MMUCP12	MUCP 12
Studio Arts 11: Ceramics and Sculpture	MSACS11	SACS 11	Studio Arts 3D 11	MVAC-11	VAC 11
Studio Arts 11: Drawing and Painting	MSADP11	SADP 11	Studio Arts 2D 11	MVAD-11	VAD 11
Studio Arts 11: Fabric and Fibre	MSAFF11	SAFF 11	Studio Arts 3D 11		
Studio Arts 11: Printmaking and Graphic Design	MSAPG11	SAPG 11	Graphic Arts 11	MVAGA11	VAGA 11
Studio Arts 12: Ceramics and Sculpture	MSACS12	SACS 12	Studio Arts 3D 12	MVAC-12	VAC 12
Studio Arts 12: Drawing and Painting	MSADP12	SADP 12	Studio Arts 2D 12	MVAD-12	VAD 12
Studio Arts 12: Fabric and Fibre	MSAFF12	SAFF 12	Studio Arts 3D 11		
Studio Arts 12: Printmaking and Graphic Design	MSAPG12	SAPG 12	Graphic Arts 12	MVAGA12	VAGA 12
Theatre Performance 11: Acting	MTPA-11	TPA 11	Drama 11	MDRM-11	DRM 11
Theatre Performance 11: Directing & Script Development	MTPDS11	TPDS 11	Directing and Script Development 11	MDRDS11	DRDS 11
Theatre Performance 12: Acting	MTPA-12	TPA 12	Drama 12	MDRM-12	DRM 12

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Theatre Performance 12: Directing & Script Development	MTPDS12	TPDS 12	Directing and Script Development 12	MDRDS12	DRDS 12
Theatre Production 11	MTPR-11	TPR 11	Theatre Production 11	MDRTP11	DRTP 11
Theatre Production 12: Technical Theatre	MTPRT12	TPRT 12	Theatre Production 12	MDRTP12	DRTP 12
Theatre Production 12: Theatre Management	MTPRM12	TPRM 12	Theatre Production 12	MDRTP12	DRTP 12
Visual Arts 10: Ceramics and Sculpture	MVAC-10	VAC 10	Studio Arts 3D 10	MVAC-10	VAC 10
Visual Arts 10: Drawing and Painting	MVAD-10	VAD 10	Studio Arts 2D 10	MVAD-10	VAD 10
Visual Arts 10: General	MVAG-10	VAG 10	Art Studio 10	MVAST10	VAST 10
—			Contemporary Music 10	MMUCM10	MUCM 10
—			Contemporary Music 11	MMUCM11	MUCM 11
—			Contemporary Music 12	MMUCM12	MUCM 12
—			Dance Company 10	MDNCM10	DNCM 10
—			Dance Company 11	MDNCM11	DNCM 11
—			Dance Company 12	MDNCM12	DNCM 12
—			Dance Conditioning 11	MDNCN11	DNCN 11
—			Dance Conditioning 12	MDNCN12	DNCN 12
—			Dance Foundations 11	MDCF-11	DCF 11
—			Dance Foundations 12	MDCF-12	DCF 12
—			Musical Theatre 10	MMUTH10	MUTH 10
—			Musical Theatre 11	MMUTH11	MUTH 11
—			Musical Theatre 12	MMUTH12	MUTH 12
—			Photography 10	MVAPH10	VAPH 10
—			Photography 11	MVAPH11	VAPH 11
—			Photography 12	MVAPH12	VAPH 12
—			Theatre Company 10	MDRTC10	DRTC 10
—			Theatre Company 11	MDRTC11	DRTC 11
—			Theatre Company 12	MDRTC12	DRTC 12

CAREER EDUCATION

Planning 10 (MPLAN10/PLAN 10)
Planning 12 (MPLAN12/PLAN 12)

Content

- 28 PLOs are organized into the following areas:
    - Graduation Program
    - Education and Careers
    - Health
    - Finances
- The focus is on providing opportunities for student to plan for successful learning in the Graduation Program, explore a range of post-secondary education and career options, think critically about health issues and decisions, and develop financial literacy skills related to pursing their education and career goals.

Skill Development

- This course provides students with foundational skills and knowledge required to make decisions in their present and future lives.
- There is no consistent framework in the curriculum for the development of these skills

For detailed information on the Planning 10 IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/healthcareer/2007planning10.pdf.

Career-Life Education (MCLE-10/CLE)
Career-Life Education A (MCLEA10/CLEA)
Career-Life Education 12 (MCLE-12/CLE 12)

This offering replaces Planning 10/12, and includes:

- a broadened focus on how to pursue life's journey in meaningful and goal-oriented ways in an ever-changing world
- career-life development with intent in educational, work-related, and personal life contexts
- flexibility for implementation across the secondary years. (This offering does not have an assigned grade level and can be structured as one 4-credit or two 2-credit options.)

Content

- 16 learning standards organized into 3 categories:
    - Career-life development: competencies of the educated citizen, self-assessment and reflection strategies, mentorship opportunities, well-being and personal and work life balance, ways to represent oneself, and workplace safety.
    - Connections with community: inclusive practices, personal networking and employment marketing strategies, and ways to contribute to community and society
- Career-life planning: career-life development research, models of flexible planning and goal-setting, methods for organizing and maintaining authentic evidence, and local and global and market trends

Curricular Competency Development

- 12 Curricular Competencies under 4 curriculum organizers:
    - Examine, including personal and public profiles and the role of networks in career-life development
    - Interact, including collaborating with community and communicating about self in positive ways
    - Experience, including demonstrating respectful interactions and connecting experiential learning with career-life preferences
    - Initiate, including reflecting on initial career-life plans and developing preliminary public profiles

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-education.

For ideas about Career Education implementation in the secondary years, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_10-12_career-education-guide.pdf.

Graduation Transitions (MGT--10/GT)

Discontinued

Content

- 3 PLOs are organized into the following areas:
    - Personal health
    - Community Connections
    - Career and Life
- Students who meet the minimum PLOs will be given a comment of "meeting requirement" on the term and final reports. A comment of "not meeting requirement" will be made at any time when students are not meeting the PLOs.

Skill Development

- Graduation Transitions is intended to prepare students for a successful transition to life after secondary school.
- It encourages students to:
    - take ownership of their own health and learning
    - examine and demonstrate connections between their learning and their future
    - create a plan for their growth and development as skilled, healthy, knowledgeable, participating citizens
    - exhibit attributes of a BC graduate

For detailed information on the Program Guide for Graduation Transitions, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/prog_guide_grad_trans.pdf.

No pre-existing Ministry-developed
***Career-Life Connections** course.*

Career-Life Connections (MCLC-12/CLC)
Career-Life Connections A (MCLCA12/CLCA)
Career-Life Connections B (MCLCB12/CLCB)
Career-Life Connections 12 (MCLCG12/CLCG 12)

This offering builds on the learning in Career-Life Education and focuses on applying career-life management knowledge, skills, and strategies to the student's own personal life journey and planning for post-graduation. It includes flexibility for implementation across the secondary years, does not have an assigned grade level and can be structured as one 4-credit or two 2-credit options.

Content

- 19 learning standards organized into 3 categories:
  - Personal career-life development: competencies of the educated citizen; reflection strategies; mentorship opportunities; self-advocacy to communicate strengths, values and interests; factors that shape identity and career-life choices; personal strategies to sustain well-being, and awareness of rights and regulations in the workplace
  - Connections with community: intercultural, leadership, and collaboration skills; career-life exploration beyond the classroom; and personal and public profiles to positively represent self in diverse face-to-face and digital contexts
  - Career-life planning: self-assessment to achieve personal goals; methods for organizing and maintaining authentic evidence; post-graduation planning in personal, education, and work life contexts; approaches to showcasing one's learning journey; and capstone guidelines

Curricular Competency Development

- 13 Curricular Competencies under 4 curriculum organizers:
  - Examine, including connecting one's own worldview and perspectives to personal values and actions, analyzing internal and external factors to inform personal post-graduation planning, and evaluating personal transferrable skills and strategies
  - Interact, including collaborating with a mentor; engaging with personal, education, and employment networks to cultivate post-graduation resources; creating personal and public profiles; and demonstrating inclusive and respectful interactions in multiple contexts
  - Experience, including identifying and applying preferred approaches to ongoing career-life development, and engaging and reflecting on a career-life exploration experience (substantive experiential learning beyond the classroom)
  - Share, including reflecting on the learning journey in and out of school; self-assessment of Core Competency development; and designing, assembling, and presenting a capstone

For detailed information on this new curriculum, please see

https://curriculum.gov.bc.ca/curriculum/career-education/all/courses

For ideas about Career Education implementation in the secondary years, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/career-education/en_career-education_10-12_career-education-guide.pdf.

Career Education Course Code Comparison Table

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Graduation Transitions	MGT--10	GT	*Discontinued*		
Graduation Transitions	MGT—10	GT	*Discontinued*		
Graduation Transitions	MGT—10	GT	*Discontinued*		
Graduation Transitions	MGT--10	GT	*Discontinued*		
Planning 10	MPLAN10	PLAN 10	Career-Life Education	MCLE-10	CLE
Planning 10	MPLAN10	PLAN 10	Career-Life Education A	MCLEA10	CLEA
Planning 10	MPLAN10	PLAN 10	Career-Life Education B	MCLEB10	CLEB
Planning 12	MPLAN12	PLAN 12	Career-Life Education 12	MCLE-12	CLE 12
—			Career-Life Connections	MCLC-12	CLC
—			Career-Life Connections A	MCLCA12	CLCA
—			Career-Life Connections B	MCLCB12	CLCB
—			Career-Life Connections 12	MCLCG12	CLCG 12

ENGLISH LANGUAGE ARTS

Communications 11 (MCOM-11/COM 11)

Communications 12 (MCOM-12/COM 12)

Discontinued

Discontinued

Content

- Communications 11 and 12 courses address the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 38 (Grade 11) and 44 (Grade 12) detailed PLOs are arranged under three K–12 Curriculum Organizers:
  - Comprehend and Respond
  - Communicate Ideas and Information
  - Self and Society

For detailed information on the Communications 11 and 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/1998comm1112.pdf.

*There is no pre-existing Ministry-developed **Composition 10** course. **English 10** satisfied the LA 10 graduation requirement on the 2004 Graduation Program.*

English 10 (MEN--10/EN 10)

Content

- English 10 course addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 39 detailed PLOs are arranged under three K–12 Curriculum Organizers:
  - Oral Language
  - Reading and Viewing
  - Writing and Representing

For detailed information on the English Language Arts Grade 10 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_10.pdf.

Composition 10 (MCMPS10/CMPS 10)

Content

- Composition 10 is a new Ministry of Education optional course designed to support students in developing key ELA competencies, in particular their written communication skills, through questioning, exploring, and sampling.
- Focus on:
  - building writing abilities by introducing students to varied structures, forms, and styles of compositions
  - studying, creating, and writing original pieces, exploring audience, purpose, and context
  - developing writing craft through processes of drafting, reflecting and revising
  - using oral, written, visual, digital, and multimodal texts
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Curricular Competency Development

- 19 high-level Curricular Competencies address the development of key ELA learning with particular focus on writing skills.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
  - Comprehend and connect (reading, listening, viewing)
  - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
  - narrative, expository, descriptive, persuasive, and opinion pieces
  - planning, drafting, and editing processes
  - writing for specific audiences and specific disciplines
  - acknowledging and citing sources
  - examining credibility of evidence and reliability of the source

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_10_composition_elab.pdf.

*There is no pre-existing Ministry-developed **Creative Writing 10** course. **English 10** satisfied the LA 10 graduation requirement on the 2004 Graduation Program.*

English 10 (MEN--10/EN 10)

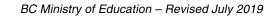### Content

- English 10 course addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 39 detailed PLOs are arranged under three K–12 Curriculum Organizers:
    - Oral Language
    - Reading and Viewing
    - Writing and Representing

For detailed information on the English Language Arts Grade 10 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_10.pdf.

Creative Writing 10 (MCTWR10/CTWR 10)

Content

- Creative Writing 10 is a new Ministry of Education optional course designed for students who have an interest in creative expression through language.
- Focus on:
    - opportunities to build writing skills through the exploration of identity, memory, and story in a range of genres
    - sampling of writing and design processes and experimental practice
    - using oral, written, visual, digital, and multimodal texts
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Curricular Competency Development

- 18 high-level Curricular Competencies address the development of key ELA curricular competencies with particular focus on creative writing skills.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
    - Comprehend and connect (reading, listening, viewing)
    - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
    - contemporary creative forms
    - creative non-fiction, historical fiction
    - poetry, song lyrics
    - multimodal creative forms that combine visual, written, and oral texts

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_10_creative-writing_elab.pdf.

Old Curriculum	New Curriculum

*There is no pre-existing Ministry-developed **Literary Studies 10** course. **English 10** satisfied the LA 10 graduation requirement on the 2004 Graduation Program.*

English 10 (MEN--10/EN 10)

Content

- English 10 course addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 39 detailed PLOs are arranged under three K–12 Curriculum Organizers:
  - o Oral Language
  - o Reading and Viewing
  - o Writing and Representing

For detailed information on the English Language Arts Grade 10 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_10.pdf.

Literary Studies 10 (MLTST10/LTST 10)

Content

- Literary Studies 10 is a new Ministry of Education optional course designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general.
- Focus on:
  - o exploration of specific themes, periods, authors, or areas of the world through literary works in a variety of media
  - o increasing literacy skills through close reading of appropriately challenging texts
  - o expanding development as educated global citizens
  - o developing balance and broadening students' understanding of themselves and the world
  - o developing higher-level thinking and learning skills
  - o using oral, written, visual, digital, and multimodal texts
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Curricular Competency Development

- 21 high-level Curricular Competencies address the development of key ELA learning with particular focus on reading and appreciating a range of literary works.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
  - o Comprehend and connect (reading, listening, viewing)
  - o Create and communicate (writing, speaking, representing)
- Possible focus areas include:
  - o genre-specific texts e.g., poetry, short stories, novels, drama, graphic novels, children's literature
  - o Canadian literature and First Peoples texts
  - o thematically-grouped literature
  - o specific author study

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_10_literary-studies_elab.pdf.

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*There is no pre-existing Ministry-developed **New Media 10** course. **English 10** satisfied the LA 10 graduation requirement on the 2004 Graduation Program.*

English 10 (MEN--10/EN 10)

Content

- English 10 course addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 39 detailed PLOs are arranged under three K–12 Curriculum Organizers:
    - Oral Language
    - Reading and Viewing
    - Writing and Representing

For detailed information on the English Language Arts Grade 10 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_10.pdf.

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New Media 10 (MNMD-10/NMD 10)

Content

- New Media 10 is a new Ministry of Education optional course designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas.
- Focus on:
    - learning the ways in which digital literacy is an essential characteristic of the educated citizen
    - developing a set of skills vital for success in an increasingly complex digital world
    - demonstrating understanding and communicating ideas through a variety of digital and print media
    - using oral, written, visual, digital, and multimodal texts
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Curricular Competency Development

- 22 high-level Curricular Competencies address the development of key ELA learning with particular focus on digital literacy and new media.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
    - Comprehend and connect (reading, listening, viewing)
    - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
    - media and film
    - journalism and publishing
    - digital communication

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_10_new-media_elab.pdf.

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*There is no pre-existing Ministry-developed **Spoken Language 10** course. **English 10** satisfied the LA 10 graduation requirement on the 2004 Graduation Program.*

English 10 (MEN--10/EN 10)

Content

- English 10 course addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 39 detailed PLOs are arranged under three K–12 Curriculum Organizers:
    - Oral Language
    - Reading and Viewing
    - Writing and Representing

For detailed information on the English Language Arts Grade 10 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_10.pdf.

Spoken Language 10 (MSPLG10/SPLG 10)

Content

- Spoken Language 10 is a new Ministry of Education optional course designed to support students in their development of spoken communication through processes of questioning, exploring, and sampling.
- Focus on:
    - studying, drafting, and using language to create original pieces in a variety of modes
    - performance, public speaking, and oral storytelling
    - using oral, written, visual, digital, and multimodal texts
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Curricular Competency Development

- 19 high-level Curricular Competencies address the development of key ELA learning with particular focus on spoken language.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
    - Comprehend and connect (reading, listening, viewing)
    - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
    - Performance – spoken words/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts related to First Peoples themes
    - Professional applications – speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items) related to First Peoples themes

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_10_spoken-language_elab.pdf.

*There was no **Composition 11** course on the 2004 Graduation Program. **English 11** satisfied the LA 11 graduation requirement on the 2004 Graduation Program.*

English 11 (MEN--11/EN 11)

Content

- English 11 addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 39 detailed PLOs are arranged under three K–12 Curriculum Organizers:
  - Oral Language
  - Reading and Viewing
  - Writing and Representing

For detailed information on the English Language Arts 11 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_11.pdf.

Composition 11 (MCMPS11/CMPS 11)

Content

- Composition 11 is a new Ministry of Education optional course designed to support students as they refine, clarify, and adjust their written communication through practice and revision.
- Focus on:
  - studying, creating, and writing original and authentic pieces for a range of purposes and real-world audiences
  - expanding competencies through processes of drafting, reflecting, and revising
  - building a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations
  - using oral, written, visual, digital, and multimodal texts
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Curricular Competency Development

- 24 high-level Curricular Competencies address the development of key ELA learning with particular focus on composition.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
  - Comprehend and connect (reading, listening, viewing)
  - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
  - narrative, expository, descriptive, persuasive, and opinion pieces
  - planning, drafting, and editing processes
  - writing for specific audiences and disciplines
  - how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_11_composition_elab.pdf.

Old Curriculum

*There was no **Creative Writing 11** course on the 2004 Graduation Program. **English 11** satisfied the LA 11 graduation requirement on the 2004 Graduation Program.*

English 11 (MEN--11/EN 11)

Content

- English 11 addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 39 detailed PLOs are arranged under three K–12 Curriculum Organizers:
    o Oral Language
    o Reading and Viewing
    o Writing and Representing

For detailed information on the English Language Arts 11 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_11.pdf.

New Curriculum

Creative Writing 11 (MCTWR11/CTWR 11)

Content

- Creative Writing 11 is a new, optional Ministry of Education course designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes.
- Focus on:
    o exploring personal and cultural identities, memories, and stories in a wide range of genres
    o using writing and design processes
    o using oral, written, visual, digital, and multimodal texts
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Curricular Competency Development

- 23 high-level Curricular Competencies address the development of key ELA learning with particular focus on creative writing.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
    o Comprehend and connect (reading, listening, viewing)
    o Create and communicate (writing, speaking, representing)
- Possible focus areas include:
    o reading and writing various forms such as:
        ▪ short fiction and poetry
        ▪ creative non-fiction
        ▪ memoir

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_11_creative-writing_elab.pdf.

Old Curriculum	New Curriculum

*There is no pre-existing Ministry-developed **Literary Studies 11** course.*
***English 11** satisfied the LA 11 graduation requirement on the 2004 Graduation Program.*

English 11 (MEN--11/EN 11)

Content

- English 11 addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 39 detailed PLOs are arranged under three K–12 Curriculum Organizers:
  - Oral Language
  - Reading and Viewing
  - Writing and Representing

For detailed information on the English Language Arts 11 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_11.pdf.

Literary Studies 11 (MLTST11/LTST 11)

Content

- Literary Studies 11 a new, optional Ministry of Education course which allows students to delve deeply into literature.
- Focus on:
  - exploring specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media
  - increasing literacy skills through close reading of appropriately challenging texts
  - expanding development as educated global citizens
  - broadening understanding of themselves and the world
  - developing higher-level thinking and learning skills
  - using oral, written, visual, digital, and multimodal texts
  - First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Curricular Competency Development

- 24 high-level Curricular Competencies address the development of key ELA learning with particular focus on literary analysis and appreciation.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
  - Comprehend and connect (reading, listening, viewing)
  - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
  - canonical literature by era
  - genre-specific studies
  - world literature
  - diasporic literature
  - feminist literature
  - Canadian literature
  - First Peoples texts
  - specific author studies
  - specific topic, theme, or inquiry

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_11_literary-studies_elab.pdf.

Old Curriculum	New Curriculum

Old Curriculum

*There is no pre-existing Ministry-developed **New Media 11** course. **English 11** satisfied the LA 11 graduation requirement on the 2004 Graduation Program.*

English 11 (MEN--11/EN 11)

Content

- English 11 addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 39 detailed PLOs are arranged under three K–12 Curriculum Organizers:
    - Oral Language
    - Reading and Viewing
    - Writing and Representing

For detailed information on the English Language Arts 11 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_11.pdf.

New Curriculum

New Media 11 (MNMD-11/NMD 11)

Content

- New Media 11 is a new, optional Ministry of Education course designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas.
- Focus on:
    - learning the ways in which digital literacy is an essential characteristic of the educated citizen
    - developing a set of skills vital for success in an increasingly complex digital world
    - demonstrating understanding and communicating increasingly sophisticated ideas through a wide variety of digital and print media
    - using oral, written, visual, digital, and multimodal texts
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Curricular Competency Development

- 25 high-level Curricular Competencies address the development of key ELA learning with particular focus on digital literacy and new media.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
    - Comprehend and connect (reading, listening, viewing)
    - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
    - media and film
    - journalism and publishing
    - digital communication

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_11_new-media_elab.pdf.

*There is no pre-existing Ministry-developed **Spoken Language 11** course. **English 11** satisfied the LA 11 graduation requirement on the 2004 Graduation Program.*

English 11 (MEN--11/EN 11)

Content

- English 11 addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 39 detailed PLOs are arranged under three K–12 Curriculum Organizers:
    - Oral Language
    - Reading and Viewing
    - Writing and Representing

For detailed information on the English Language Arts 11 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_11.pdf.

Spoken Language 11 (MSPLG11/SPLG 11)

Content

- Spoken Language 11 is a new, optional Ministry of Education course designed to support students as they refine, clarify, and adjust their spoken communication.
- Focus on:
    - studying, creating, writing, and presenting original and authentic pieces for a range of purposes and real-world audiences
    - expanding competencies through processes of drafting, reflecting, and revising
    - building a body of work that demonstrates expanding breadth, depth, and evidence of spoken language genres for a range of situations
    - using oral, written, visual, digital, and multimodal texts
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Curricular Competency Development

- 26 high-level Curricular Competencies address the development of key ELA learning with particular focus on spoken language.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
    - Comprehend and connect (reading, listening, viewing)
    - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
    - performance
    - oral tradition
    - professional applications

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_11_spoken-language_elab.pdf.

English 12 (MEN--12/EN 12)

Content

- The course addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 39 detailed PLOs are arranged under three K–12 Curriculum Organizers:
    - Oral Language
    - Reading and Viewing
    - Writing and Representing

For detailed information on the English Language Arts 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_12.pdf.

English Studies 12 (MENST12/ENST 12)

Content

- This new course replaces English 12, although it differs in its purpose and content.
- All students are required to take English Studies 12.
- This comprehensive course represents essential learning in ELA for student success within and beyond school.
- It ensures that students are exposed to the discourse related to a full range of texts (e.g., critical literacy skills associated with engaging with literary, digital, and informational texts).
- The Big Ideas of the curriculum ensure deep and transferrable understanding of key ELA concepts.
- It includes a greater focus on the importance of identity, place, culture, and multiple perspectives and on the appreciation of story and informational text.
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.
- Students learn to contribute to Reconciliation in Canada by building greater understanding of the knowledge and perspectives of First Peoples.
- The theoretical underpinning of constructivism remains.
- The continuum of learning that takes place in earlier grades of the ELA curriculum continues and is completed in Grade 12.

Curricular Competency Development

- 24 high-level Curricular Competencies address the development of language, literacy, and communication abilities, and creative and critical thinking.
- The required content supports the development of ELA curricular competencies.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
    - Comprehend and connect (reading, listening, viewing)
    - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
    - exploring a diversity of texts and stories
    - accessing and using information for diverse purposes
    - refining communication skills to achieve personal and career goals
    - gaining insight into the diverse factors that shape identity
    - expanding understandings of what it means to be educated Canadian and global citizens

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_12_english-studies_elab.pdf.

Writing 12 (MWR--12/WR 12)

Content

- The Writing 11 Curriculum Guide, 1981 (reprinted 1993) includes options in
    - Creative Writing
    - Journalism/Media

For detailed information on the Writing 11 Curriculum Guide, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/1981gc_writing11.pdf.

Composition 12 (MCMPS12/CMPS 12)

Content

- Composition 12 is a new Ministry of Education optional course which replaces Writing 12.
- The course is designed to support students in the refinement and pursuit of mastery of written communication.
- Focus on:
    - studying, creating, and writing original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness
    - develop writer's craft through processes of drafting, reflecting, and revising
    - building a body of publishable work that demonstrates breadth, depth, and evidence
      of sophisticated and specialized writing for a range of situations
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Curricular Competency Development

- 23 high-level Curricular Competencies address the development of key ELA learning with particular focus on composition.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
    - Comprehend and connect (reading, listening, viewing)
    - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
    - writers' practice
    - narrative, expository, descriptive, persuasive, and opinion pieces: thesis development, structure, transitions, hooks and leads, persuasion, argumentation
    - study of a wide range of sample works
    - planning, drafting, and editing processes
    - writing for specific professional audiences and academic disciplines
    - citation of sources, considering the credibility of evidence, and evaluating the quality and reliability of the source

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_12_composition_elab.pdf.

Writing 12 (MWR--12/WR 12)

Content

- The Writing 11 Curriculum Guide, 1981 (reprinted 1993) includes options in
    - Creative Writing
    - Journalism/Media

For detailed information on the Writing 11 Curriculum Guide, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/1981gc_writing11.pdf.

Creative Writing 12 (MCTWR12/CTWR 12)

Content

- Creative Writing 12 is a new Ministry of Education optional course which replaces Writing 12.
- Creative Writing 12 is designed for students who are interested in creating a body of work reflective of a sophisticated breadth and depth of skill.
- Focus on:
    - writing and publishing for diverse specialized, real-world contexts
    - exploration of personal and cultural identities, memories, and stories, in a wide range of genres
    - collaborating and developing skills through writing and design processes
    - refining ability to write in complex, controlled styles with effectiveness and impact
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Curricular Competency Development

- 25 high-level Curricular Competencies address the development of key ELA learning with particular focus on creative writing.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
    - Comprehend and connect (reading, listening, viewing)
    - Create and communicate (writing, speaking, representing).
- Possible focus areas include:
    - writers' practice
    - fiction and poetry
    - creative non-fiction
    - memoir

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_12_creative-writing_elab.pdf.

English Literature 12 (MLIT-12/LIT 12)

Content

- English Literature 12 is a survey course of the English literary canon from Anglo-Saxon times to the early 21st century.
- It focuses on works written originally in English, not in translation.
- The course is often presented chronologically, by era.

For detailed information on the English Literature 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2003englit12.pdf.

Literary Studies 12 (MLTST12/LTST 12)

Content

- Literary Studies 12 is a new Ministry of Education optional course that replaces English Literature 12.
- Literary Studies 12 allows students to delve deeply into literature through increasingly complex texts.
- Focus on:
  - exploring specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media
  - increasing literacy skills through close reading of appropriately challenging texts
  - expanding development as educated global citizens
  - developing balance and broadening understanding of self and world
  - refining higher-level thinking and learning skills
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Curricular Competency Development

- 24 high-level Curricular Competencies address the development of key ELA learning with particular focus on literature and literary analysis.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
  - Comprehend and connect (reading, listening, viewing)
  - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
  - genre-specific studies
  - world literature
  - diasporic literature
  - feminist literature
  - Canadian literature
  - First Peoples texts
  - specific author studies
  - topic, theme or inquiry
  - canonical literature by era

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_12_literary-studies_elab.pdf.

*No pre-existing Ministry-developed **New Media 12** course.*

New Media 12 (MNMD-12/NMD 12)

Content

- New Media 12 is a new Ministry of Education optional course designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas.
- Students learn the ways in which digital literacy is an essential characteristic of the educated citizen.
- Focus on:
  - developing a set of skills vital for success in an increasingly complex digital world
  - demonstrating understanding and communicating increasingly sophisticated ideas through a wide variety of digital and print media
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Curricular Competency Development

- 25 high-level Curricular Competencies address the development of key ELA learning with particular focus on digital literacy and new media.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
  - Comprehend and connect (reading, listening, viewing)
  - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
  - media and film studies
  - journalism and publishing
  - digital communication

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_12_new-media_elab.pdf.

*No pre-existing Ministry-developed **Spoken Language 12** course.*

Spoken Language 12 (MSPLG12/SPLG 12)

Content

- Spoken Language 12 is a new Ministry of Education optional course designed to support students in the refinement of spoken language forms.
- Focus on:
  - studying, creating, writing, and presenting original and authentic pieces for a range of purposes and audiences using real-world applications
  - developing craft through processes of drafting, reflecting, revising and practising
  - building a body of publishable and/or performance-based work that demonstrates breadth, depth, and evidence of sophisticated and specialized spoken language pieces for a range of situations
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Curricular Competency Development

- 23 high-level Curricular Competencies address the development of key ELA learning with particular focus on spoken language.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
  - Comprehend and connect (reading, listening, viewing)
  - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
  - performance
  - oral tradition
  - professional applications

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_12_spoken-language_elab.pdf.

*No pre-existing Ministry-developed **EFP Writing 10** course. **English 10 First Peoples (EFP 10)** satisfied the LA 10 graduation requirement on the 2004 Graduation Program.*

English 10 First Peoples (MEFP-10/EFP 10)

Content

- EFP 10 provides opportunities for all students to learn about and engage with indigenous creative expression the worlds of First Peoples provincially, nationally, and internationally.
- Focus is on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text – including oral story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction).
- The course addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 41 detailed PLOs are arranged under three K–12 Curriculum Organizers:
    - Oral Language
    - Reading and Viewing
    - Writing and Representing

For detailed information on the English 10 and 11 First Peoples IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2010efp1011.pdf.

EFP Writing 10 (MEFWR10/EFWR 10)

Content

- EFP Writing 10 is a new Ministry of Education optional course designed for students who are interested in writing for a variety of purposes and contexts.
- Focus on:
    - exploration of personal and cultural identities, memories, stories, and connections to land/place
    - application of writing processes

Curricular Competency Development

- 18 high-level Curricular Competencies address the development of key ELA learning with particular focus on written expression.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
    - Comprehend and connect (reading, listening, viewing)
    - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
    - community-focused text
    - writing for advocacy
    - writing for expression
    - exploration of First Peoples themes

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_10_efp-writing_elab.pdf.

*No pre-existing Ministry-developed **EFP Literary Studies 10** course.*
English 10 First Peoples (EFP 10) *satisfied the LA 10 graduation requirement on the 2004 Graduation Program.*

English 10 First Peoples (MEFP-10/EFP 10)

Content

- EFP 10 provides opportunities for all students to learn about and engage with indigenous creative expression the worlds of First Peoples provincially, nationally, and internationally.
- Focus is on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text – including oral story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction).
- The course addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 41 detailed PLOs are arranged under three K–12 Curriculum Organizers:
    - Oral Language
    - Reading and Viewing
    - Writing and Representing

For detailed information on the English 10 and 11 First Peoples IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2010efp1011.pdf.

EFP Literary Studies 10 (MEFLS10/EFLS 10)

Content

- EFP Literary Studies 10 is a new Ministry of Education optional course designed for students who are interested in delving deeply into literature. Students can explore selected First Peoples themes or authors through literary works in a variety of media.
- Focus on:
    - exploration of personal and cultural identities, histories, stories, and connections to land/place
    - understanding of how texts are historically and culturally constructed
    - broadening understanding of self and the world

Curricular Competency Development

- 18 high-level Curricular Competencies address the development of key ELA learning with particular focus on literature.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
    - Comprehend and connect (reading, listening, viewing)
    - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
    - genre-specific study of First Peoples literature e.g., poetry, short prose pieces, novels, drama, graphic novels
    - thematic study of First Peoples literature
    - locally-developed First Peoples' texts
    - specific Indigenous author studies
    - First Peoples' children's literature

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_10_efp-literary-studies_elab.pdf.

*No pre-existing Ministry-developed **EFP New Media 10** course. **English 10 First Peoples (EFP 10)** satisfied the LA 10 graduation requirement on the 2004 Graduation Program.*

English 10 First Peoples (MEFP-10/EFP 10)

Content

- EFP 10 provides opportunities for all students to learn about and engage with indigenous creative expression the worlds of First Peoples provincially, nationally, and internationally.
- Focus is on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text – including oral story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction).
- The course addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 41 detailed PLOs are arranged under three K–12 Curriculum Organizers:
  - Oral Language
  - Reading and Viewing
  - Writing and Representing

For detailed information on the English 10 and 11 First Peoples IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2010efp1011.pdf.

EFP New Media 10 (MEFNM10/EFNM 10)

Content

- EFP New Media 10 is a new Ministry of Education optional course designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas.
- Focus on:
  - the use of new media and its effects on individuals and on First Peoples communities and cultures
  - digital literacy as an essential component of the educated citizen
  - developing a set of skills vital for success in an increasingly complex digital world
  - understanding and communicating ideas through a variety of digital and print media

Curricular Competency Development

- 21 high-level Curricular Competencies address the development of key ELA learning with particular focus on new media.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
  - Comprehend and connect (reading, listening, viewing)
  - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
  - media and film studies related to First Peoples' themes
  - globalization of the media industry
  - representation of First Peoples in media and documentaries in the age of digital media
  - journalism and publishing related to First Peoples' themes
  - changing roles and structures within news organizations
  - risks, challenges, and opportunities associated with professional journalism
  - digital communication related to First Peoples' themes
  - blogging, writing for the Web, writing for social media, gaming, and podcasting
  - supporting preservation and revitalization of language and culture

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_10_efp-new-media_elab.pdf.

*No pre-existing Ministry-developed **EFP Spoken Language 10** course.*
***English 10 First Peoples (EFP 10)** satisfied the LA 10 graduation requirement on the 2004 Graduation Program.*

English 10 First Peoples (MEFP-10/EFP 10)

Content

- EFP 10 provides opportunities for all students to learn about and engage with indigenous creative expression the worlds of First Peoples provincially, nationally, and internationally.
- Focus is on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text – including oral story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction).
- The course addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 41 detailed PLOs are arranged under three K–12 Curriculum Organizers:
  - Oral Language
  - Reading and Viewing
  - Writing and Representing

For detailed information on the English 10 and 11 First Peoples IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2010efp1011.pdf.

EFP Spoken Language 10 (MEFSL10/EFSL 10)

Content

- EFP Spoken Language 10 is a new Ministry of Education optional course which recognizes that spoken language skills are increasingly necessary in everyday, educational, and professional contexts.
- Focus on:
  - study, create, and use language to produce original pieces in a variety of modes
  - performance and public speaking

Curricular Competency Development

- 19 high-level Curricular Competencies address the development of key ELA learning with particular focus on spoken language.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
  - Comprehend and connect (reading, listening, viewing)
  - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
  - performance e.g., spoken word/slam poetry; poetry recitation; oral storytelling; readers' theatre; radio/podcasts/video posts
  - oral tradition e.g., oratory, local story knowledge, and oral history
  - professional applications e.g., speech writing/presenting; proposals; interviewing; radio/podcasts/video posts

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_10_efp-spoken-language_elab.pdf.

*No pre-existing Ministry-developed **EFP Literary Studies and Writing 11** course. **English 11 First Peoples** satisfied the LA 11 graduation requirement on the 2004 Graduation Program.*

English 11 First Peoples (MEFP-11/EFP 11)

Content

- EFP 11 provides opportunities for all students to learn about and engage with indigenous creative expression the worlds of First Peoples provincially, nationally, and internationally.
- Focus is on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text – including oral story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction).
- The course addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 41 detailed PLOs are arranged under three K–12 Curriculum Organizers:
  - Oral Language
  - Reading and Viewing
  - Writing and Representing

For detailed information on the English 10 and 11 First Peoples IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2010efp1011.pdf.

EFP Literary Studies and Writing 11 (MEFLS11/EFLS 11)

Content

- EFP Literary Studies and Writing 11 is a new Ministry of Education optional course.
- Focus on:
  - studying First Peoples' literature and using writing for self-expression and communication in a variety of contexts
  - studying First Peoples' oral and written literature in a range of media to explore various themes, authors, and topics
  - developing critical and creative thinking
  - strengthening writing through creating powerful, purposeful compositions
  - extending capacity to communicate effectively in a variety of contexts

Curricular Competency Development

- 26 high-level Curricular Competencies address the development of key ELA learning with particular focus on literature and writing.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
  - Comprehend and connect (reading, listening, viewing)
  - Create and communicate (writing, speaking, representing).
- Possible focus areas include:
  - community focused text
  - personal and cultural identities in relation to First Peoples in Canada and elsewhere
  - exploration of First Peoples themes
  - performance art in relation to First Peoples' themes
  - academic, technical, and professional composition
  - intersections between First Peoples' themes and other social justice issues

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_11_efp-literary-studies-and-writing_elab.pdf.

No pre-existing Ministry-developed EFP Literary Studies and New Media 11 course. English 11 First Peoples satisfied the LA 11 graduation requirement on the 2004 Graduation Program.

English 11 First Peoples (MEFP-11/EFP 11)

Content

- EFP 11 provides opportunities for all students to learn about and engage with indigenous creative expression the worlds of First Peoples provincially, nationally, and internationally.
- Focus is on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text – including oral story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction).
- The course addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 41 detailed PLOs are arranged under three K–12 Curriculum Organizers:
    - Oral Language
    - Reading and Viewing
    - Writing and Representing

For detailed information on the English 10 and 11 First Peoples IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2010efp1011.pdf.

EFP Literary Studies and New Media 11 (MELNM11/ELNM 11)

Content

- EFP Literary Studies and New Media 11 is a new Ministry of Education optional course.
- Focus on:
    - studying First Peoples' literature and examining the increasingly complex digital world
    - exploring First Peoples' oral and written literature in a range of media
    - thinking critically and creatively
    - understanding and communicating sophisticated ideas through a wide variety of digital and print media
    - expanding understanding of what it means to be educated Canadian and global citizens

Curricular Competency Development

- 30 high-level Curricular Competencies address the development of key ELA learning with particular focus on literature and new media.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
    - Comprehend and connect (reading, listening, viewing)
    - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
    - influence of new media on First Peoples' personal and cultural identities
    - First Peoples themes as represented in new media
    - new media performance art in relation to First Peoples' themes
    - intersections between First Peoples' themes and online social advocacy
    - media studies related to First Peoples' themes
    - journalism and publishing related to First Peoples' themes
    - digital communication related to First Peoples' themes

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_11_efp-literary-studies-and-new-media_elab.pdf.

*No pre-existing Ministry-developed **EFP Literary Studies and Spoken Language 11** course. **English 11 First Peoples** satisfied the LA 11 graduation requirement on the 2004 Graduation Program.*

English 11 First Peoples (MEFP-11/EFP 11)

Content

- EFP 11 provides opportunities for all students to learn about and engage with indigenous creative expression the worlds of First Peoples provincially, nationally, and internationally.
- Focus is on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text – including oral story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction).
- The course addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 41 detailed PLOs are arranged under three K–12 Curriculum Organizers:
  - Oral Language
  - Reading and Viewing
  - Writing and Representing

For detailed information on the English 10 and 11 First Peoples IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2010efp1011.pdf.

EFP Literary Studies and Spoken Language 11 (MELSL11/ELSL 11)

Content

- EFP Literary Studies and Spoken Language 11 is a new Ministry of Education optional course.
- Focus on:
  - First Peoples' literature and oral tradition in a range of media
  - oral language proficiencies: oral self-expression and communication in a variety of contexts
  - understanding of what it means to be educated Canadian and global citizens

Curricular Competency Development

- 26 high-level Curricular Competencies address the development of key ELA learning with particular focus on literature and spoken language.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
  - Comprehend and connect (reading, listening, viewing)
  - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
  - First Peoples' oral tradition
  - relationships between First Peoples' literature, oral tradition, and personal and cultural identities
  - oral language related to First Peoples' cultures
  - performance in relation to First Peoples' theme
  - professional applications
  - intersections between First Peoples' literature, oral language, and social advocacy

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_11_efp-literary-studies-and-spoken-language_elab.pdf.

English 12 First Peoples (MEFP-12/EFP 12)

Content

- EFP 12 provides opportunities for all students to learn about and engage with indigenous creative expression the worlds of First Peoples provincially, nationally, and internationally.
- Focus is on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text – including oral story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction).
- The course addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of texts types, media, and digital forms is included.

Skill Development

- 41 detailed PLOs are arranged under three K–12 Curriculum Organizers:
  - Oral Language
  - Reading and Viewing
  - Writing and Representing

For detailed information on the English 12 First Peoples IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2008eng12_firstppl.pdf.

English First Peoples 12 (MENFP12/ENFP 12)

Content

- The new EFP 12 core course replaces the old EFP 12 IRP.
- Academic equivalent of core English 12 course
- Grounded in the First Peoples Principles of Learning
- Designed for all students – Aboriginal and non-Aboriginal – who are interested in delving deeply into First Peoples' oral and written literature and other texts (including visual) in a range of media
- Represents essential ELA understanding, competencies, and content necessary for all students to achieve success within and beyond school
- The Big Ideas of the curriculum ensure deep and transferrable understanding of key ELA concepts
- Includes a wide range of texts types, media, and digital forms
- Focus on:
  - experiences, values, beliefs, and lived realities of First Peoples
  - authentic First Peoples voices

Curricular Competency Development

- 27 high-level Curricular Competencies address the development of key ELA learning.
- The Curricular Competencies are arranged under two K–12 Curriculum Organizers:
  - Comprehend and connect (reading, listening, viewing)
  - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
  - examining texts grounded in a diversity of First Peoples' cultures
  - extending capacity to communicate effectively in a variety of contexts
  - thinking critically and creatively about the uses of language
  - deepening understanding of self and others in a changing world
  - gaining insight into the diverse factors that shape identities
  - appreciating the importance of self-representation through authentic text
  - contributing to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
  - expanding understandings of what it means to be educated Canadian and global citizens

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/english-language-arts/en_english-language-arts_12_english-first-peoples_elab.pdf.

English Language Arts Course Code Comparison Table

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Communications 11	MCOM-11	COM 11	*Discontinued*		
Communications 12	MCOM-12	COM 12	*Discontinued*		
English 10	MEN--10	EN 10	Composition 10	MCMPS10	CMPS 10
English 10	MEN--10	EN 10	Creative Writing 10	MCTWR10	CTWR 10
English 10	MEN--10	EN 10	Literary Studies 10	MLTST10	LTST 10
English 10	MEN--10	EN 10	New Media 10	MNMD-10	NMD 10
English 10	MEN--10	EN 10	Spoken Language 10	MSPLG10	SPLG 10
English 10 First Peoples	MEFP-10	EFP 10	EFP Literary Studies 10	MEFLS10	EFLS 10
English 10 First Peoples	MEFP-10	EFP 10	EFP New Media 10	MEFNM10	EFNM 10
English 10 First Peoples	MEFP-10	EFP 10	EFP Spoken Language 10	MEFSL10	EFSL 10
English 10 First Peoples	MEFP-10	EFP 10	EFP Writing 10	MEFWR10	EFWR 10
English 11	MEN--11	EN 11	Composition 11	MCMPS11	CMPS 11
English 11	MEN--11	EN 11	Creative Writing 11	MCTWR11	CTWR 11
English 11	MEN--11	EN 11	Literary Studies 11	MLTST11	LTST 11
English 11	MEN--11	EN 11	New Media 11	MNMD-11	NMD 11
English 11	MEN--11	EN 11	Spoken Language 11	MSPLG11	SPLG 11
English 11 First Peoples	MEFP-11	EFP 11	EFP Literary Studies And New Media 11	MELNM11	ELNM 11
English 11 First Peoples	MEFP-11	EFP 11	EFP Literary Studies And Spoken Language 11	MELSL11	ELSL 11
English 11 First Peoples	MEFP-11	EFP 11	EFP Literary Studies And Writing 11	MEFLS11	EFLS 11
English 12	MEN--12	EN 12	English Studies 12	MENST12	ENST 12
English 12 First Peoples	MEFP-12	EFP 12	English First Peoples 12	MENFP12	ENFP 12
English Literature 12	MLIT-12	LIT 12	Literary Studies 12	MLTST12	LTST 12
Writing 12	MWR--12	WR 12	Composition 12	MCMPS12	CMPS12
Writing 12	MWR--12	WR 12	Creative Writing 12	MCTWR12	CTWR 12
—			New Media 12	MNMD-12	NMD 12
—			Spoken Language 12	MSPLG12	SPLG 12

FRANÇAIS LANGUE PREMIÈRE

Français langue première 10 (FFRAP10/FRALP10)

Les résultats d'apprentissage prescrits du programme de Français langue première sont répartis selon les **composantes suivantes :**

- La communication orale
- La lecture et le visionnage
- L'écriture et la représentation

Les attentes générales pour la communication orale sont

- L'écoute, la compréhension et l'interprétation
- L'interaction et la production
- La littératie critique

Les attentes générales pour la lecture et le visionnage sont

- La prélecture
- La lecture
- La réaction à la lecture
- La littératie critique

Les attentes générales pour l'écriture et la représentation sont

- La planification
- La rédaction
- La révision et la correction
- La publication et la diffusion
- La littératie critique

Il est possible de consulter ces notions plus en détails sur le site suivant : http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_2010francaislanguem12.pdf.

Études littéraires et artistiques + expression orale 10 (FLAEO10/LAEOF10)

Ce cours remplace le cours du même nom. Dans ce cours, l'élève doit sélectionner l'une des trois options proposées. Chacune des options comporte une composante identique de 2 crédits appelée : **Études littéraires et artistiques** afin d'offrir une base commune à tous les élèves de la 10e année. L'élève peut ensuite choisir la thématique qui l'intéresse le plus (2 crédits), soit :

- Études littéraires et artistiques + expression orale 10 (4 crédits)
- Études littéraires et artistiques + nouveaux médias 10 (4 crédits)
- Études littéraires et artistiques + production écrite 10 (4 crédits)

Le contenu

Dans ce cours, l'élève est amené à connaître et comprendre le contenu dans le cadre d'une **variété** de textes et d'œuvres issus de **genres littéraires** et de **courants artistiques** différents tout en portant un regard plus approfondi sur l'expression orale dans différents contextes.

Le contenu comprend les six catégories suivantes :

- l'organisation textuelle;
- les outils littéraires;
- les stratégies;
- les outils langagiers;
- les outils d'enrichissement.

Les compétences disciplinaires

En tant qu'auteur, lecteur et orateur, l'élève acquerra les compétences disciplinaires en s'appuyant sur des supports oraux et écrits, numériques et imprimés, textuels et visuels.

Les compétences disciplinaires comprennent deux sections distinctes :

- La section **Explorer et réfléchir** est composée de 9 compétences;
- La section **Créer et communiquer** est composée de 9 autres compétences.

Il est possible de consulter ces notions plus en détails sur le site suivant : https://curriculum.gov.bc.ca/curriculum/francais-langue-premiere/10/courses.

Français langue première 10 (FFRAP10/FRALP10)

Les résultats d'apprentissage prescrits du programme de Français langue première sont répartis selon les **composantes suivantes :**

- La communication orale
- La lecture et le visionnage
- L'écriture et la représentation

Les attentes générales pour la communication orale sont

- L'écoute, la compréhension et l'interprétation
- L'interaction et la production
- La littératie critique

Les attentes générales pour la lecture et le visionnage sont

- La prélecture
- La lecture
- La réaction à la lecture
- La littératie critique

Les attentes générales pour l'écriture et la représentation sont

- La planification
- La rédaction
- La révision et la correction
- La publication et la diffusion
- La littératie critique

Il est possible de consulter ces notions plus en détails sur le site suivant : http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_2010francaislanguem12.pdf.

Études littéraires et artistiques + nouveaux médias 10 (FLANM10/ LANMF10)

Ce cours remplace le cours du même nom. Dans ce cours, l'élève doit sélectionner l'une des trois options proposées. Chacune des options comporte une composante identique de 2 crédits appelée : **Études littéraires et artistiques** afin d'offrir une base commune à tous les élèves de la 10e année. L'élève peut ensuite choisir la thématique qui l'intéresse le plus (2 crédits), soit :

- Études littéraires et artistiques + expression orale 10 (4 crédits)
- Études littéraires et artistiques + nouveaux médias 10 (4 crédits)
- Études littéraires et artistiques + production écrite 10 (4 crédits)

Le contenu

Dans ce cours, l'élève est amené à connaître et comprendre le contenu dans le cadre d'une **variété** de textes et d'œuvres issus de **genres littéraires** et de **courants artistiques** différents tout en portant un regard plus approfondi sur une **variété** de textes multimodaux, interactifs et numériques.

Le contenu comprend les six catégories suivantes :

- l'organisation textuelle;
- les outils littéraires;
- les stratégies;
- les outils langagiers;
- les outils d'enrichissement.

Les compétences disciplinaires

En tant qu'auteur, lecteur et orateur, l'élève acquerra les compétences disciplinaires en s'appuyant sur des supports oraux et écrits, numériques et imprimés, textuels et visuels.

Les compétences disciplinaires comprennent deux sections distinctes :

- La section **Explorer et réfléchir** est composée de 10 compétences;
- La section **Créer et communiquer** est composée de 10 autres compétences.

Il est possible de consulter ces notions plus en détails sur le site suivant : https://curriculum.gov.bc.ca/curriculum/francais-langue-premiere/10/courses.

Français langue première 10 (FFRAP10/FRALP10)

Les résultats d'apprentissage prescrits du programme de Français langue première sont répartis selon les **composantes suivantes :**

- La communication orale
- La lecture et le visionnage
- L'écriture et la représentation

Les attentes générales pour la communication orale sont

- L'écoute, la compréhension et l'interprétation
- L'interaction et la production
- La littératie critique

Les attentes générales pour la lecture et le visionnage sont

- La prélecture
- La lecture
- La réaction à la lecture
- La littératie critique

Les attentes générales pour l'écriture et la représentation sont

- La planification
- La rédaction
- La révision et la correction
- La publication et la diffusion
- La littératie critique

Il est possible de consulter ces notions plus en détails sur le site suivant : http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_2010francaislanguem12.pdf.

Études littéraires et artistiques + production écrite 10 (FLACW10/LACWF10)

Ce cours remplace le cours du même nom. Dans ce cours, l'élève doit sélectionner l'une des trois options proposées. Chacune des options comporte une composante identique de 2 crédits appelée : **Études littéraires et artistiques** afin d'offrir une base commune à tous les élèves de la 10e année. L'élève peut ensuite choisir la thématique qui l'intéresse le plus (2 crédits), soit :

- Études littéraires et artistiques + expression orale 10 (4 crédits)
- Études littéraires et artistiques + nouveaux médias 10 (4 crédits)
- Études littéraires et artistiques + production écrite 10 (4 crédits)

Le contenu

Dans ce cours, l'élève est amené à connaître et comprendre le contenu dans le cadre d'une **variété** de textes et d'œuvres issus de **genres littéraires** et de **courants artistiques** différents tout en portant un regard plus approfondi sur sa production écrite.

Le contenu comprend les six catégories suivantes :

- l'organisation textuelle;
- les outils littéraires;
- les stratégies;
- les outils langagiers;
- les outils d'enrichissement.

Les compétences disciplinaires

En tant qu'auteur, lecteur et orateur, l'élève acquerra les compétences disciplinaires en s'appuyant sur des supports oraux et écrits, numériques et imprimés, textuels et visuels.

Les compétences disciplinaires comprennent deux sections distinctes :

- La section **Explorer et réfléchir** est composée de 8 compétences;
- La section **Créer et communiquer** est composée de 9 autres compétences.

Il est possible de consulter ces notions plus en détails sur le site suivant : https://curriculum.gov.bc.ca/curriculum/francais-langue-premiere/10/courses.

Français langue première 11 (FFRAP11/FRALP11)

Les résultats d'apprentissage prescrits du programme de Français langue première sont répartis selon les **composantes suivantes :**

- La communication orale
- La lecture et le visionnage
- L'écriture et la représentation

Les attentes générales pour la communication orale sont

- L'écoute, la compréhension et l'interprétation
- L'interaction et la production
- La littératie critique

Les attentes générales pour la lecture et le visionnage sont

- La prélecture
- La lecture
- La réaction à la lecture
- La littératie critique

Les attentes générales pour l'écriture et la représentation sont

- La planification
- La rédaction
- La révision et la correction
- La publication et la diffusion
- La littératie critique

Il est possible de consulter ces notions plus en détails sur le site suivant : http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_2010francaislanguem12.pdf.

Études littéraires et artistiques + expression orale 11 (FELSL11/ELSLF11)

En 11e année, on retrouve un cours obligatoire intitulé : **Études littéraires et artistiques 11.**
Il y a aussi trois cours optionnels :

- Expression orale 11
- Nouveaux médias 11
- Production écrite 11

Ce cours permettra à l'élève de découvrir une variété de textes et d'œuvres issus d'époques, de cultures, de styles et de genres différents.

Le contenu

L'élève est amené à connaître et comprendre le contenu dans le cadre d'une **variété** de textes et d'œuvres issus de **genres littéraires** et de **courants artistiques** différents.

Le contenu comprend six catégories :

- l'organisation textuelle;
- les outils littéraires;
- les stratégies;
- des peuples autochtones;
- les outils langagiers;
- les outils d'enrichissement.

Les compétences disciplinaires

En tant qu'auteur, lecteur et orateur, l'élève acquerra les compétences disciplinaires en s'appuyant sur des supports oraux et écrits, numériques et imprimés, textuels et visuels.

Les compétences disciplinaires comprennent deux sections distinctes :

- La section **Explorer et réfléchir** est composée de 8 compétences;
- La section **Créer et communiquer** est composée de 5 autres compétences.

Il est possible de consulter ces notions plus en détails sur le site suivant : https://curriculum.gov.bc.ca/curriculum/francais-langue-premiere/11/courses.

Français langue première 11 (FFRAP11/FRALP11)

Les résultats d'apprentissage prescrits du programme de Français langue première sont répartis selon les **composantes suivantes :**

- La communication orale
- La lecture et le visionnage
- L'écriture et la représentation

Les attentes générales pour la communication orale sont

- L'écoute, la compréhension et l'interprétation
- L'interaction et la production
- La littératie critique

Les attentes générales pour la lecture et le visionnage sont

- La prélecture
- La lecture
- La réaction à la lecture
- La littératie critique

Les attentes générales pour l'écriture et la représentation sont

- La planification
- La rédaction
- La révision et la correction
- La publication et la diffusion
- La littératie critique

Il est possible de consulter ces notions plus en détails sur le site suivant : http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_2010francaislanguem12.pdf.

Études littéraires et artistiques + nouveaux médias 11 (FELNM11/ELNMF11)

En 11ᵉ année, on retrouve un cours obligatoire intitulé : **Études littéraires et artistiques 11.**
Il y a aussi trois cours optionnels :

- Expression orale 11
- Nouveaux médias 11
- Production écrite 11

Dans ce cours optionnel, l'élève sera amené à réfléchir sur la manière dont les médias changent nos comportements sociétaux, notre compréhension du monde et la manière dont nous communiquons.

Le contenu

L'élève est amené à connaître et comprendre le contenu dans le cadre d'une variété de textes multimodaux, interactifs et numériques.

Le contenu comprend six catégories :

- l'organisation textuelle;
- les outils littéraires;
- les stratégies;
- des peuples autochtones;
- les outils langagiers;
- les outils d'enrichissement.

Les compétences disciplinaires

En tant qu'auteur, lecteur et orateur, l'élève acquerra les compétences disciplinaires en s'appuyant sur des supports oraux et écrits, numériques et imprimés, textuels et visuels.

Les compétences disciplinaires comprennent deux sections distinctes :

- La section **Explorer et réfléchir** est composée de 7 compétences;
- La section **Créer et communiquer** est composée de 5 autres compétences.

Il est possible de consulter ces notions plus en détails sur le site suivant : https://curriculum.gov.bc.ca/curriculum/francais-langue-premiere/11/courses.

Français langue première 11 (FFRAP11/FRALP11)

Les résultats d'apprentissage prescrits du programme de Français langue première sont répartis selon les **composantes suivantes :**

- La communication orale
- La lecture et le visionnage
- L'écriture et la représentation

Les attentes générales pour la communication orale sont

- L'écoute, la compréhension et l'interprétation
- L'interaction et la production
- La littératie critique

Les attentes générales pour la lecture et le visionnage sont

- La prélecture
- La lecture
- La réaction à la lecture
- La littératie critique

Les attentes générales pour l'écriture et la représentation sont

- La planification
- La rédaction
- La révision et la correction
- La publication et la diffusion
- La littératie critique

Il est possible de consulter ces notions plus en détails sur le site suivant : http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_2010francaislanguem12.pdf.

Études littéraires et artistiques + production écrite 11 (FEFLS11/EFLSF11)

En 11ᵉ année, on retrouve un cours obligatoire intitulé : **Études littéraires et artistiques 11.** Il y a aussi trois cours optionnels :

- Expression orale 11
- Nouveaux médias 11
- Production écrite 11

Dans ce cours optionnel, l'élève s'engagera dans l'exploration et la composition de diverses structures de textes écrits, allant de la rédaction formelle à la création et à la prestation.

Le contenu

L'élève est amené à connaître et comprendre le contenu dans le cadre de la production de textes formels et créatifs.

Le contenu comprend six catégories :

- l'organisation textuelle;
- les outils littéraires;
- les stratégies;
- des peuples autochtones;
- les outils langagiers;
- les outils d'enrichissement.

Les compétences disciplinaires

En tant qu'auteur, lecteur et orateur, l'élève acquerra les compétences disciplinaires en s'appuyant sur des supports oraux et écrits, numériques et imprimés, textuels et visuels.

Les compétences disciplinaires comprennent deux sections distinctes :

- La section **Explorer et réfléchir** est composée de 7 compétences;
- La section **Créer et communiquer** est composée de 6 autres compétences.

Il est possible de consulter ces notions plus en détails sur le site suivant : https://curriculum.gov.bc.ca/curriculum/francais-langue-premiere/11/courses.

Français langue première 12 (FFRAP12/FRALP12)

Les résultats d'apprentissage prescrits du programme de Français langue première sont répartis selon les **composantes suivantes** :

- La communication orale
- La lecture et le visionnage
- L'écriture et la représentation

Les attentes générales pour la communication orale sont

- L'écoute, la compréhension et l'interprétation
- L'interaction et la production
- La littératie critique

Les attentes générales pour la lecture et le visionnage sont

- La prélecture
- La lecture
- La réaction à la lecture
- La littératie critique

Les attentes générales pour l'écriture et la représentation sont

- La planification
- La rédaction
- La révision et la correction
- La publication et la diffusion
- La littératie critique

Il est possible de consulter ces notions plus en détails sur le site suivant :
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_2010francaislanguem12.pdf.

Français langue et culture 12 (FFCT-12/FCTF 12)

Dans ce cours intitulé « Français langue et culture 12, » l'élève est amené à consolider ses acquis littéraires, artistiques, linguistiques et numériques.

Le contenu

Par une **approche thématique**, l'élève connaîtra et comprendra le contenu ci-dessous dans le cadre d'une **variété** de textes et d'œuvres issus de genres littéraires et de courants artistiques différents.

Le contenu comprend six catégories :

- l'organisation textuelle;
- les outils littéraires;
- les stratégies : elles incluent les protocoles liés à l'utilisation des récits des peuples autochtones;
- les outils langagiers;
- les outils d'enrichissement.

Les compétences disciplinaires

En tant qu'auteur, lecteur et orateur, l'élève acquerra les compétences disciplinaires en s'appuyant sur des supports oraux et écrits, numériques et imprimés, textuels et visuels.

Les compétences disciplinaires comprennent deux sections distinctes :

- La section **Explorer et réfléchir** est composée de 11 compétences;
- La section **Créer et communiquer** est composée de 11 autres compétences.

Il est possible de consulter ces notions plus en détails sur le site suivant:
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/francais-langue-premiere/en_francais-langue-premiere_12_francais-langue-et-culture_elab.pdf.

Français langue première Course Code Comparison Table

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Français langue première 10	FFRAP10	FRALP10	Études littéraires et artistiques + expression orale 10	FLAEO10	LAEOF10
Français langue première 10	FFRAP10	FRALP10	Études littéraires et artistiques + nouveaux médias 10	FLANM10	LANMF10
Français langue première 10	FFRAP10	FRALP10	Études littéraires et artistiques + production écrite 10	FLACW10	LACWF10
Français langue première 11	FFRAP11	FRALP11	Études littéraires et artistiques + expression orale 11	FELSL11	ELSLF11
Français langue première 11	FFRAP11	FRALP11	Études littéraires et artistiques + nouveaux médias 11	FELNM11	ELNMF11
Français langue première 11	FFRAP11	FRALP11	Études littéraires et artistiques + production écrite 11	FEFLS11	EFLSF11
Français langue première 12	FFRAP12	FRALP12	Français langue et culture 12	FFCT-12	FCTF 12

FRANÇAIS LANGUE SECONDE – IMMERSION

Old Curriculum	New Curriculum

Français langue seconde – immersion 10 (FFRAL10/FRAL 10)

Content

Nine prescribed learning outcomes organized under three program components:

- Language and communication
    - o Personal expression and interaction
    - o Organization and communication of ideas
    - o Improved expression and presentation
    - o Understanding: negotiating meaning
    - o Understanding: commitment and personal response
    - o Understanding: commitment and critical analysis

- Language and Culture
- Language and self-development in society
    - o Assertiveness
    - o Social engagement

- The prescribed learning outcomes identify relevant knowledge, background ideas, concepts, skills, attitudes and issues.
- Allows the use of criterion-based performance standards.
- Teachers were free to adapt or replace the teaching strategies proposed in the IRP as desired so as achieve the intended outcomes.

For detailed information on the IRP (in French only), please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_1997fls_immer810.pdf.

Français langue seconde – immersion 10 / French Immersion Language Arts 10 (FFRAL10/FRAL 10)

This course replaces Français langue seconde – immersion 10.

Content

- 7 learning standards that focus on:
    - o communication strategies
    - o language elements
    - o literary elements
    - o text organization
    - o editing strategies
    - o elements to enrich a text
    - o cultural and historical elements

- An emphasis on subject specific competencies, making the curriculum more experiential and hands on in focus
- Students continue to build their personal, cultural and linguistic identity as speakers of French as a second or additional language.
- The curriculum views the French language as a tool of reflection and communication that will eventually allow students to contribute to society.

Curricular Competency Development

- 12 well-developed learning standards organized into 2 areas that span Kindergarten to Grade 12:
    - o Exploring and Reflecting, reflecting the "receptive" modes of language
    - o Creating and Communicating, representing the "expressive" modes of language

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/fral/10.

Français langue seconde – immersion 11 (FFRAL11/FRAL 11)

Content

Nine prescribed learning outcomes organized under three program components:

- Language and communication:
    - Personal expression and interaction
    - Organization and communication of ideas
    - Improved expression and presentation
    - Understanding: negotiating meaning
    - Understanding: commitment and personal response
    - Understanding: commitment and critical analysis
- Language and Culture
- Language and self-development in society:
    - Assertiveness
    - Social engagement
- The prescribed learning outcomes identify relevant knowledge, background ideas, concepts, skills, attitudes and issues.
- Allows the use of criterion-based performance standards.
- Teachers were free to adapt or replace the teaching strategies proposed in the IRP as desired so as achieve the intended outcomes.

For detailed information on the IRP (in French only), please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_1997fls_immer1112.pdf.

Communication orale 11 / Oral Communication 11 (FSPLG11/SPLGF11)

The new curriculum includes 4 courses at the Grade 11 level that replace Français langue seconde – immersion 11. Students must choose from one of the following four courses:

- Oral Communication 11
- Language and Culture of the French-Speaking World 11
- Media and Digital Communication 11
- French-Language Film and Literary Studies 11

Content

- Oral Communication 11 has the following 7 learning standards:
    - communication strategies
    - language elements
    - literary elements
    - text organization
    - editing strategies
    - elements to enrich a text
    - social, historical, and cultural elements
- Oral Communication 11 is designed to encourage students to refine and clarify their communication through practice and revision of French-language texts, with an emphasis on oral communication.

Curricular Competency Development

- Oral Communication 11 has 21 well-developed learning standards organized into 2 areas that span Kindergarten to Grade 12:
    - Exploring and Reflecting, representing the "receptive" modes of language
    - Creating and Communicating, representing the "expressive" modes of language

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/fral/11/communication-orale.

Old Curriculum	New Curriculum

Français langue seconde – immersion 11 (FFRAL11/FRAL 11)

Content

Nine prescribed learning outcomes organized under three program components:

- Language and communication:
    - Personal expression and interaction
    - Organization and communication of ideas
    - Improved expression and presentation
    - Understanding: negotiating meaning
    - Understanding: commitment and personal response
    - Understanding: commitment and critical analysis
- Language and Culture
- Language and self-development in society:
    - Assertiveness
    - Social engagement
- The prescribed learning outcomes identify relevant knowledge, background ideas, concepts, skills, attitudes and issues.
- Allows the use of criterion-based performance standards.
- Teachers were free to adapt or replace the teaching strategies proposed in the IRP as desired so as achieve the intended outcomes.

For detailed information on the IRP (in French only), please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_1997fls_immer1112.pdf.

Langue et culture de la francophonie 11 / Language and Culture of the French-Speaking World 11 (FLCF-11/ LCFF 11)

The new curriculum includes 4 courses at the Grade 11 level that replace Français langue seconde – immersion 11. Students must choose from one of the following four courses:

- Oral Communication 11
- Language and Culture of the French-Speaking World 11
- Media and Digital Communication 11
- French-Language Film and Literary Studies 11

Content

- Language and Culture of the French-Speaking World 11 has the following 7 learning standards:
    - communication strategies
    - language elements
    - literary elements
    - text organization
    - editing strategies
    - elements to enrich a text
    - social, historical, and cultural elements
- Language and Culture of the French-Speaking World 11 is designed to lead students to reflect on how language and culture influence their personal perceptions and values.

Curricular Competency Development

- Language and Culture of the French-Speaking World 11 has 18 well-developed learning standards organized into 2 areas that span Kindergarten to Grade 12:
    - Exploring and Reflecting, representing the "receptive" modes of language
    - Creating and Communicating, representing the "expressive" modes of language

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/fral/en_fral_11_langue-et-culture-de-la-francophonie_elab.pdf.

Français langue seconde – immersion 11 (FFRAL11/FRAL 11)

Content

Nine prescribed learning outcomes organized under three program components:

- Language and communication:
    - Personal expression and interaction
    - Organization and communication of ideas
    - Improved expression and presentation
    - Understanding: negotiating meaning
    - Understanding: commitment and personal response
    - Understanding: commitment and critical analysis
- Language and Culture
- Language and self-development in society:
    - Assertiveness
    - Social engagement
- The prescribed learning outcomes identify relevant knowledge, background ideas, concepts, skills, attitudes and issues.
- Allows the use of criterion-based performance standards.
- Teachers were free to adapt or replace the teaching strategies proposed in the IRP as desired so as achieve the intended outcomes.

For detailed information on the IRP (in French only), please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_1997fls_immer1112.pdf.

Médias et communication numérique 11 / Media and Digital Communication 11 (FNMD-11/NMDF 11)

The new curriculum includes 4 courses at the Grade 11 level that replace Français langue seconde – immersion 11. Students must choose from one of the following four courses:

- Oral Communication 11
- Language and Culture of the French-Speaking World 11
- Media and Digital Communication 11
- French-Language Film and Literary Studies 11

Content

- Media and Digital Communication 11 has the following 7 learning standards:
    - communication strategies
    - language elements
    - literary elements
    - text organization
    - editing strategies
    - elements to enrich a text
    - social, historical, and cultural elements
- Media and Digital Communication 11 is designed to lead students in exploring, discovering, interpreting, and analyzing the changing role and influence of digital and print media in today's society.

Curricular Competency Development

- Media and Digital Communication 11 has 20 well-developed learning standards organized into 2 areas that span Kindergarten to Grade 12:
    - Exploring and Reflecting, representing the "receptive" modes of language
    - Creating and Communicating, representing the "expressive" modes of language

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/fral/en_fral_11_medias-et-communication-numerique_elab.pdf.

Old Curriculum	New Curriculum

Français langue seconde – immersion 11 (FFRAL11/FRAL 11)

Content

Nine prescribed learning outcomes organized under three program components:

- Language and communication:
    - Personal expression and interaction
    - Organization and communication of ideas
    - Improved expression and presentation
    - Understanding: negotiating meaning
    - Understanding: commitment and personal response
    - Understanding: commitment and critical analysis
- Language and Culture
- Language and self-development in society:
    - Assertiveness
    - Social engagement
- The prescribed learning outcomes identify relevant knowledge, background ideas, concepts, skills, attitudes and issues.
- Allows the use of criterion-based performance standards.
- Teachers were free to adapt or replace the teaching strategies proposed in the IRP as desired so as achieve the intended outcomes.

For detailed information on the IRP (in French only), please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_1997fls_immer1112.pdf.

Études du cinéma et de la littérature francophone 11 / French-Language Film and Literary Studies 11 (FLTST11/LTSTF11)

The new curriculum includes 4 courses at the Grade 11 level that replace Français langue seconde – immersion 11. Students must choose from one of the following four courses:

- Oral Communication 11
- Language and Culture of the French-Speaking World 11
- Media and Digital Communication 11
- French-Language Film and Literary Studies 11

Content

- French-Language Film and Literary Studies 11 has the following 7 learning standards:
    - communication strategies
    - language elements
    - literary elements
    - text organization
    - editing strategies
    - elements to enrich a text
    - social, historical, and cultural elements
- French-Language Film and Literary Studies 11 is designed to encourage students to discover, explore, analyze, and interpret cinematographic and literary works of the French-speaking world.

Curricular Competency Development

- French-Language Film and Literary Studies 11 has 18 well-developed learning standards organized into 2 areas that span Kindergarten to Grade 12:
    - Exploring and Reflecting, representing the "receptive" modes of language
    - Creating and Communicating, representing the "expressive" modes of language

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/fral/en_fral_11_etudes-du-cinema-et-de-la-litterature-francophones_elab.pdf.

Français langue seconde – immersion 12 (FFRAL12/FRAL 12)

Content

Nine prescribed learning outcomes organized under three program components:

- Language and communication:
    - Personal expression and interaction
    - Organization and communication of ideas
    - Improved expression and presentation
    - Understanding: negotiating meaning
    - Understanding: commitment and personal response
    - Understanding: commitment and critical analysis
- Language and Culture
- Language and self-development in society:
    - Assertiveness
    - Social engagement
- The prescribed learning outcomes identify relevant knowledge, background ideas, concepts, skills, attitudes and issues.
- Allows the use of criterion-based performance standards.
- Teachers were free to adapt or replace the teaching strategies proposed in the IRP as desired so as achieve the intended outcomes.

For detailed information on the IRP (in French only), please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_1997fls_immer1112.pdf.

Français langue seconde – immersion 12 / French Immersion Language Arts 12 (FFRAL12/FRAL 12)

The new curriculum includes 5 courses—1 required and 4 electives—at the Grade 12 level that replace Francais langue seconde—immersion 12; they are:

- French Immersion Language Arts 12 (required course)
- Oral Communication 12
- Language and Culture of the French-Speaking World 12
- Media and Digital Communication 12
- French-Language Film and Literary Studies 12

Content

- French Immersion Language Arts 12 has the following 7 learning standards:
    - communication strategies
    - language elements
    - literary elements
    - text organization
    - editing strategies
    - elements to enrich a text
    - social, historical, and cultural elements
- French Immersion Language Arts 12 is designed to help students integrate and enhance the linguistic competencies and linguistic and cultural knowledge acquired during past learning experiences.

Curricular Competency Development:

- French Immersion Language Arts 12 has 20 well-developed learning standards organized into 2 areas that span Kindergarten to Grade 12:
    - Exploring and Reflecting, representing the "receptive" modes of language
    - Creating and Communicating, representing the "expressive" modes of language

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/fral/en_fral_12_core_elab.pdf.

Français langue seconde – immersion 12 (FFRAL12/FRAL 12)

Content

Nine prescribed learning outcomes organized under three program components:

- Language and communication:
    - Personal expression and interaction
    - Organization and communication of ideas
    - Improved expression and presentation
    - Understanding: negotiating meaning
    - Understanding: commitment and personal response
    - Understanding: commitment and critical analysis
- Language and Culture
- Language and self-development in society:
    - Assertiveness
    - Social engagement
- The prescribed learning outcomes identify relevant knowledge, background ideas, concepts, skills, attitudes and issues.
- Allows the use of criterion-based performance standards.
- Teachers were free to adapt or replace the teaching strategies proposed in the IRP as desired so as achieve the intended outcomes.

For detailed information on the IRP (in French only), please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_1997fls_immer1112.pdf.

Communication orale 12 / Oral Communication 12 (FSPLG12/SPLGF12)

The new curriculum includes 5 courses at the Grade 12 level that replace Français langue seconde – immersion 12; they are:

- French Immersion Language Arts 12 (required course)
- Oral Communication 12
- Language and Culture of the French-Speaking World 12
- Media and Digital Communication 12
- French-Language Film and Literary Studies 12

Content

- Oral Communication 12 has the following 7 learning standards:
    - communication strategies
    - language elements
    - literary elements
    - text organization
    - editing strategies
    - elements to enrich a text
    - social, historical, and cultural elements
- Oral Communication 12 is designed to encourage students to refine and clarify their communication through practice and revision of French-language texts, with an emphasis on oral communication.

Curricular Competency Development:

- Oral Communication 12 has 22 well-developed learning standards organized into 2 areas that span Kindergarten to Grade 12:
    - Exploring and Reflecting, representing the "receptive" modes of language
    - Creating and Communicating, representing the "expressive" modes of language

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/fral/en_fral_12_communication-orale_elab.pdf.

Français langue seconde – immersion 12 (FFRAL12/FRAL 12)

Content

Nine prescribed learning outcomes organized under three program components:

- Language and communication:
    - Personal expression and interaction
    - Organization and communication of ideas
    - Improved expression and presentation
    - Understanding: negotiating meaning
    - Understanding: commitment and personal response
    - Understanding: commitment and critical analysis
- Language and Culture
- Language and self-development in society:
    - Assertiveness
    - Social engagement
- The prescribed learning outcomes identify relevant knowledge, background ideas, concepts, skills, attitudes and issues.
- Allows the use of criterion-based performance standards.
- Teachers were free to adapt or replace the teaching strategies proposed in the IRP as desired so as achieve the intended outcomes.

For detailed information on the IRP (in French only), please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_1997fls_immer1112.pdf.

Langue et culture de la francophonie 12 / Language and Culture of the French-speaking World 12 (FLCF-12/ LCFF 12)

The new curriculum includes 5 courses at the Grade 12 level that replace Français langue seconde – immersion 12; they are:

- French Immersion Language Arts 12 (required course)
- Oral Communication 12
- Language and Culture of the French-Speaking World 12
- Media and Digital Communication 12
- French-Language Film and Literary Studies 12

Content

- Language and Culture of the French-Speaking World 12 has the following 7 learning standards:
    - communication strategies
    - language elements
    - literary elements
    - text organization
    - editing strategies
    - elements to enrich a text
    - social, historical, and cultural elements
- Language and Culture of the French-Speaking World 12 will enable students to hone their competencies in learning, and thinking about, language and culture.

Curricular Competency Development:

- Language and Culture of the French-Speaking World 12 has 20 well-developed learning standards organized into 2 areas that span Kindergarten to Grade 12:
    - Exploring and Reflecting, representing the "receptive" modes of language
    - Creating and Communicating, representing the "expressive" modes of language

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/fral/en_fral_12_langue-et-culture-de-la-francophonie_elab.pdf.

Français langue seconde – immersion 12 (FFRAL12/FRAL 12)

Content

Nine prescribed learning outcomes organized under three program components:

- Language and communication:
    - Personal expression and interaction
    - Organization and communication of ideas
    - Improved expression and presentation
    - Understanding: negotiating meaning
    - Understanding: commitment and personal response
    - Understanding: commitment and critical analysis

- Language and Culture
- Language and self-development in society:
    - Assertiveness
    - Social engagement

- The prescribed learning outcomes identify relevant knowledge, background ideas, concepts, skills, attitudes and issues.
- Allows the use of criterion-based performance standards.
- Teachers were free to adapt or replace the teaching strategies proposed in the IRP as desired so as achieve the intended outcomes.

For detailed information on the IRP (in French only), please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_1997fls_immer1112.pdf.

Médias et communication numérique 12 / Media and Digital Communication 12 (FNMD-12/NMDF 12)

The new curriculum includes 5 courses at the Grade 12 level that replace Français langue seconde – immersion 12; they are:

- French Immersion Language Arts 12 (required course)
- Oral Communication 12
- Language and Culture of the French-Speaking World 12
- Media and Digital Communication 12
- French-Language Film and Literary Studies 12

Content

- Media and Digital Communication 12 has the following 7 learning standards:
    - communication strategies
    - language elements
    - literary elements
    - text organization
    - editing strategies
    - elements to enrich a text
    - social, historical, and cultural elements

- Media and Digital Communication 12 is designed to help students to interpret and analyze in depth the changing role and influence of digital and print media in today's society.

Curricular Competency Development:

- Media and Digital Communication 12 has 18 well-developed learning standards organized into 2 areas that span Kindergarten to Grade 12:
    - Exploring and Reflecting, representing the "receptive" modes of language
    - Creating and Communicating, representing the "expressive" modes of language

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/fral/en_fral_12_medias-et-communication-numerique_elab.pdf.

Français langue seconde – immersion 12 (FFRAL12/FRAL 12)

Content

Nine prescribed learning outcomes organized under three program components:

- Language and communication:
    - Personal expression and interaction
    - Organization and communication of ideas
    - Improved expression and presentation
    - Understanding: negotiating meaning
    - Understanding: commitment and personal response
    - Understanding: commitment and critical analysis
- Language and Culture
- Language and self-development in society:
    - Assertiveness
    - Social engagement
- The prescribed learning outcomes identify relevant knowledge, background ideas, concepts, skills, attitudes and issues.
- Allows the use of criterion-based performance standards.
- Teachers were free to adapt or replace the teaching strategies proposed in the IRP as desired so as achieve the intended outcomes.

For detailed information on the IRP (in French only), please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_1997fls_immer1112.pdf.

Études du cinéma et de la littérature francophone 12 / French-language Film and Literary Studies 12 (FLTST12/LTSTF12)

The new curriculum includes 5 courses at the Grade 12 level that replace Français langue seconde – immersion 12; they are:

- French Immersion Language Arts 12 (required course)
- Oral Communication 12
- Language and Culture of the French-Speaking World 12
- Media and Digital Communication 12
- French-Language Film and Literary Studies 12

Content

- French-Language Film and Literary Studies 12 has the following 7 learning standards:
    - communication strategies
    - language elements
    - literary elements
    - text organization
    - editing strategies
    - elements to enrich a text
    - social, historical, and cultural elements
- French-Language Film and Literary Studies 12 designed to encourage students to discover, explore, analyze, and interpret cinematographic and literary works of the French-speaking world.

Curricular Competency Development:

- French-Language Film and Literary Studies 12 has 18 well-developed learning standards organized into 2 areas that span Kindergarten to Grade 12:
    - Exploring and Reflecting, representing the "receptive" modes of language
    - Creating and Communicating, representing the "expressive" modes of language

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/fral/en_fral_12_etudes-du-cinema-et-de-la-litterature-francophones_elab.pdf.

Français langue seconde – immersion Course Code Comparison Table

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Français langue seconde-immersion 10	FFRAL10	FRAL 10	Français langue seconde – immersion 10	FFRAL10	FRAL 10
Français langue seconde-immersion 11	FFRAL11	FRAL 11	Communication orale 11	FSPLG11	SPLGF11
Français langue seconde-immersion 11	FFRAL11	FRAL 11	Langue et culture de la francophonie 11	FLCF-11	LCFF 11
Français langue seconde-immersion 11	FFRAL11	FRAL 11	Médias et communication numérique 11	FNMD-11	NMDF 11
Français langue seconde-immersion 11	FFRAL11	FRAL 11	Études cinéma et littérature francophone 11	FLTST11	LTSTF11
Français langue seconde-immersion 12	FFRAL12	FRAL 12	Français langue seconde – immersion 12	FFRAL12	FRAL 12
Français langue seconde-immersion 12	FFRAL12	FRAL 12	Communication orale 12	FSPLG12	SPLGF12
Français langue seconde-immersion 12	FFRAL12	FRAL 12	Langue et culture de la francophonie 12	FLCF-12	LCFF 12
Français langue seconde-immersion 12	FFRAL12	FRAL 12	Médias et communication numérique 12	FNMD-12	NMDF 12
Français langue seconde-immersion 12	FFRAL12	FRAL 12	Études cinéma et littérature francophone 12	FLTST12	LTSTF12

LANGUAGES – American Sign Language (ASL)

Old Curriculum

American Sign Language 10 (MASL-10/ASL 10)

Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 9 detailed PLOs

Skill Development

- communicate needs, desires, and emotions in a variety of situations
- describe events and experiences in logical order
- process and adapt information
- view creative works and respond to them in various ways
- demonstrate understanding of the contributions of the Deaf community to Canada

For detailed information on the American Sign 5 to 12 Language IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997asl512.pdf.

New Curriculum

American Sign Language 10 (MASL-10/ASL 10)

This course is intended to be a direct replacement for American Sign Language 10.

Content

- 11 learning standards that focus on acquiring this language, including:
  - non-manual signals
  - a range of commonly used vocabulary and ASL sentence structures
  - past, present and future time frames
  - common elements of stories
  - idiomatic expressions from across D/deaf communities
  - contributions to society and other accomplishments of D/deaf or hard-of-hearing people, including creative works from and cultural aspects of Deaf culture and communities
  - society's perceptions of Deaf people over time and D/deaf perspectives and points of view
  - First Peoples perspectives connecting language and culture, including histories, identity, and place

Curricular Competency Development

- 14 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
  - Thinking and Communication
  - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/second-languages/10/american-sign-language.

American Sign Language – Introductory 11 (MIASL11/IASL 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 9 detailed PLOs

Skill Development

- communicate information, opinions, and preferences
- ask and respond to basic questions, make simple requests
- find and use information from ASL resources to complete authentic tasks
- view creative works and respond to them in various ways
- identify elements of Deaf culture and identify characteristics of Deaf culture as it relates to ASL

For detailed information on the American Sign 5 to 12 Language IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997asl512.pdf.

American Sign Language Introductory 11 (MIASL11/IASL 11)

This course is intended to be a direct replacement for American Sign Language – Introductory 11.

Content

- 17 learning standards that focus on acquiring this language, including:
  - ASL as a natural language containing a manual alphabet, numbers and a number system, and basic classifiers
  - five parameters of ASL
  - facial expressions, non-manual signals, size, style, intensity, movement, and location
  - signer's perspective
  - iconic signs, commonly used vocabulary, and ASL sentence structures
  - past, present, and future time frames
  - common elements of stories
  - social movements, practices, and traditions of Deaf people, and creative works that express Deaf culture and experiences
  - regional variations in sign language, as well as unique cultural conventions of Deaf communities and their role in cultural identity
  - society's perceptions of Deaf people over time and D/deaf perspectives and points of view
  - First Peoples perspectives connecting language and culture, including histories, identity, and place

Curricular Competency Development

- 10 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
  - Thinking and Communicating
  - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11_american-sign-language-introductory_elab.pdf.

American Sign Language 11 (MASL-11/ASL 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 13 detailed PLOs

Skill Development

- exchange opinions on topics of interest
- describe or narrate an event, situation, or experience
- research and use relevant information from a variety of ASL resources
- view creative works and respond to them in various ways
- describe the role of technology as it relates to the Deaf community
- assess the relationship between Deaf culture and ASL
- show an awareness of and use some ASL puns, metaphors, and figurative expressions

For detailed information on the American Sign 5 to 12 Language IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997asl512.pdf.

American Sign Language 11 (MASL-11/ASL 11)

This course is intended to be a direct replacement for American Sign Language 11.

Content

- 10 learning standards that focus on acquiring this language, including:
    - increasingly complex vocabulary and sentence structures
    - ASL resources and services
    - non-manual signals
    - past, present, and future time frames
    - contributions to society and other accomplishments of D/deaf or hard-of-hearing people, including creative works from and cultural aspects of Deaf culture and communities
    - society's perceptions of Deaf people over time and D/deaf perspectives and points of view
    - First Peoples perspectives connecting language and culture, including histories, identity, and place

Curricular Competency Development

- 14 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_american-sign-language_elab.pdf.

American Sign Language 12 (MASL-12/ASL 12)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 13 detailed PLOs

Skill Development

- exchange ideas and thoughts about areas of personal interest and points of view
- express long and short-term plans, goals and intentions
- interact in ASL effectively and spontaneously in real life
- research, analyze and use relevant information from several sources
- view creative works and respond to them through drama, visual arts, rhythmic drumming and visual media
- demonstrate effective and culturally appropriate behaviour in social settings

For detailed information on the American Sign 5 to 12 Language IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997asl512.pdf.

American Sign Language 12 (MASL-12/ASL 12)

This course is intended to be a direct replacement for American Sign Language 12.

Content

- 12 learning standards that focus on acquiring this language, including:
    - increasingly complex vocabulary and sentence structures
    - ASL resources and services
    - non-manual signals
    - past, present, and future time frames
    - features of major ASL regional dialects
    - impact of history and experiences on language and culture
    - contributions to society and other accomplishments of D/deaf or hard-of-hearing people, including creative works from and cultural aspects of Deaf culture and communities
    - society's perceptions of Deaf people over time and D/deaf perspectives and points of view
    - First Peoples perspectives connecting language and culture, including histories, identity, and place

Curricular Competency Development

- 15 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_american-sign-language_elab.pdf.

LANGUAGES – Core French

Core French 10 (MFR--10/FR 10)

The course builds on what students have learned in Core French 9. The curriculum endorses what is commonly referred to as the *communicative-experiential* approach.

Content

- 11 PLOs are organized into the following categories:
  - Communicating (5 PLOs)
  - Acquiring Information (2 PLOs)
  - Experiencing Creative Works (1 PLO)
  - Understanding Cultural Influences (3 PLOs)

- The focus is on students' abilities to understand others and to express themselves comprehensibly and appropriately.

Skill Development

- Students also learn to apply a number of language-learning strategies.

For detailed information on the Core French 5 to 12 IRP, please see https://www.bced.gov.bc.ca/irp/cf512.pdf.

Core French 10 (MFR--10/FR 10)

This course is intended to be a direct replacement for Core French 10.

Content

- 6 learning standards that focus on acquiring this language, including:
  - commonly used vocabulary and sentence structures for communication in past, present, and future time frames
  - elements of a variety of types of texts and common elements of stories
  - idiomatic expressions from across la francophonie
  - lives of Francophone Canadians and their contributions to society
  - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 14 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
  - Thinking and Communicating
  - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/second-languages/10/core-french.

*No pre-existing Ministry-developed **Core French Introductory 11** course.*

Core French Introductory 11 (MFRI-11/FRI 11)

This is a new course.

Content

- 9 learning standards that focus on acquiring this language, including:
  - French alphabet, phonemes, and letter patterns
  - gender and number
  - common, high-frequency vocabulary and sentence structures for communication in past, present, and future time frames
  - idiomatic expressions from across la francophonie
  - common elements of stories
  - lives of Francophone Canadians and their contributions to society, Francophone communities, and traditions and other cultural practices in various Francophone regions
  - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 15 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
  - Thinking and Communicating
  - Personal and Social Awareness

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11_core-french-introductory_elab.pdf.

Core French 11 (MFR--11/FR 11)

The course builds on what students have learned in Core French 10. The curriculum endorses what is commonly referred to as the *communicative-experiential* approach.

Content

- 11 PLOs are organized into the following categories:
    - Communicating (5 PLOs)
    - Acquiring Information (2 PLOs)
    - Experiencing Creative Works (1 PLO)
    - Understanding Cultural Influences (3 PLOs)

- The focus is on students' abilities to understand others and to express themselves comprehensibly and appropriately.

Skill Development

- Students also learn to apply a number of language-learning strategies.

For detailed information on the Core French 5 to 12 IRP, please see https://www.bced.gov.bc.ca/irp/cf512.pdf.

Core French 11 (MFR--11/FR 11)

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

Content

- 5 learning standards that focus on acquiring this language, including:
    - commonly used vocabulary and sentence structures for communication in past, present, and future time frames
    - elements of a variety of types of texts
    - register and language etiquette
    - idiomatic expressions from across la francophonie
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 17 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_core-french_elab.pdf.

Core French 12 (MFR--12/FR 12)

The course builds on what students have learned in Core French 11. The curriculum endorses what is commonly referred to as the *communicative-experiential* approach.

Content

- 11 PLOs are organized into the following categories:
    - Communicating (5 PLOs)
    - Acquiring Information (2 PLOs)
    - Experiencing Creative Works (1 PLO)
    - Understanding Cultural Influences (3 PLOs)

- The focus is on students' abilities to understand others and to express themselves comprehensibly and appropriately.

Skill Development

- Students also learn to apply a number of language-learning strategies.

For detailed information on the Core French 5 to 12 IRP, please see https://www.bced.gov.bc.ca/irp/cf512.pdf.

Core French 12 (MFR--12/FR 12)

This course completely replaces Core French 12.

Content

- 4 learning standards that focus on acquiring this language, including:
    - commonly used vocabulary and sentence structures for communication in past, present, and future time frames
    - register and language etiquette
    - idiomatic expressions from across la francophonie
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 18 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_core-french_elab.pdf.

LANGUAGES – German

German 10 (MGE--10/GE 10)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 8 detailed PLOs

Skill Development

- describe events, situations, experiences
- exchange opinions and reasons for preferences
- process and adapt information from German-language resources
- convey acquired information in oral and written language
- view, listen to and read creative works and respond to them in various ways
- identify and compare Canadian customs and traditions with those of German-speaking cultures

For detailed information on the German 5 to 12 IRP, please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997german512.pdf.

German 10 (MGE--10/GE 10)

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

Content

- 11 learning standards that focus on acquiring this language, including:
    - German declination
    - gender, case, and number
    - common vocabulary, sentence structures, and expressions
    - past, present, and future timeframes
    - idiomatic expressions throughout German communities
    - elements of common texts and common elements of stories
    - contributions of German Canadians and German works of art
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 13 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/second-languages/10/german.

German – Introductory 11 (MBGE-11/BGE 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 10 detailed PLOs

Skill Development

- ask and respond to basic questions, greetings, expressions, make simple requests and ask for assistance
- describe or narrate events, situations or experiences
- process, adapt and convey acquired information in oral and written language
- view, listen to, and read creative works with visual and contextual support, and respond to them in a variety of ways
- identify similarities and differences between German-speaking cultures and their own or other cultures

For detailed information on the German 5 to 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997german512.pdf.

German Introductory 11 (MBGE-11/BGE 11)

This course is intended to be a direct replacement for German – Introductory 11.

Content

- 10 learning standards that focus on acquiring this language, including:
  - German phonemes and letter patterns
  - gender, case, and number
  - common, high-frequency vocabulary sentence structures, and expressions
  - past, present, and future time frames
  - elements of common texts and stories
  - cultural aspects of German communities around the world and German works of art
  - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
  - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 10 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
  - Thinking and Communicating
  - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11_german-introductory_elab.pdf.

German 11 (MGE--11/GE 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 15 detailed PLOs

Skill Development

- describe or narrate events, situations, experiences
- exchange opinions and reasons for preferences
- interact in and respond to new and increasingly complex exchanges
- research, use and convey acquired information in a variety of formats
- view, listen to and read creative works and respond to them in various ways
- identify and demonstrate understanding of cultural and societal similarities and differences between Canadian and German-speaking countries

For detailed information on the German 5 to 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997german512.pdf.

German 11 (MGE--11/GE 11)

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

Content

- 9 learning standards that focus on acquiring this language, including:
  - German declination
  - gender, case, and number
  - increasingly complex vocabulary, sentence structures, and expressions
  - past, present, and future timeframes
  - language formality and etiquette
  - distinguishing features of major German regional dialects
  - German works of art
  - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
  - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 13 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
  - Thinking and Communicating
  - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_german_elab.pdf.

German 12 (MGE--12/GE 12)

Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 10 detailed PLOs

Skill Development

- describe or narrate events, situations, experiences
- exchange opinions and reasons for preferences
- interact in and respond to new and increasingly complex exchanges
- research, use and convey acquired information in a variety of formats
- view, listen to and read creative works and respond to them in various ways
- identify and demonstrate understanding of cultural and societal similarities and differences between Canadian and German-speaking countries

For detailed information on the German 5 to 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997german512.pdf.

German 12 (MGE--12/GE 12)

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

Content

- 11 learning standards that focus on acquiring this language, including:
  - German declination
  - gender, case, and number
  - increasingly complex vocabulary, sentence structures, and expressions
  - past, present, and future timeframes
  - language formality and etiquette
  - distinguishing features of major German regional dialects
  - German-related resources and services
  - contributions of German Canadians to society and German works of art
  - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
  - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 17 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
  - Thinking and Communicating
  - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_german_elab.pdf.

LANGUAGES – Italian

Old Curriculum	New Curriculum

Italian 10 (MIT--10/IT 10)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 9 detailed PLOs

Skill Development

- communicate needs, desires, and emotions
- describe events, and experiences in logical progression
- process and adapt information from resources in Italian
- view, listen to and read creative works and respond to them in various ways
- idiomatic expressions
- identify cultural content and examine their own customs compared to Italian culture

For detailed information on the Italian 5 to 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2005italian512.pdf.

Italian 10 (MIT--10/IT 10)

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

Content

- 7 learning standards that focus on acquiring this language, including:
    - vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - elements of common texts and common elements of stories
    - contributions of Italians and Italian Canadians, past and present, and Italian creative works and resources
    - regional variations in Italian
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 14 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/second-languages/10/italian.

Introductory Italian 11 (MBIT-11/BIT 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 11 detailed PLOs

Skill Development

- share information, opinions, and preferences
- ask and respond to basic questions, make simple requests and ask for assistance
- find and use information from resources in Italian
- describe events, and experiences in logical progression
- view, listen to, and read creative works with visual and contextual support, and respond to them in a variety of ways
- identify characteristics of Italian culture; discuss similarities and differences to their own customs and Italian culture

For detailed information on the Italian 5 to 12 IRP, please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2005italian512.pdf.

Italian Introductory 11 (MBIT-11/BIT 11)

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

Content

- 16 learning standards that focus on acquiring this language, including:
    - Italian alphabet, letter patterns, and phonemes
    - gender and number
    - common, high-frequency vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - common elements of stories
    - Italian cultural festivals and celebrations, and cultural practices in various Italian communities
    - contributions of Italian Canadians, past and present
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 16 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11_italian-introductory_elab.pdf.

Italian 11 (MIT--11/IT 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 9 detailed PLOs

Skill Development

- exchange opinions on topics of interest
- describe or narrate, with supporting detail, an event, situation, or experiences
- interact in Italian with growing confidence
- research and use information from Italian resources
- view, listen to and read creative works and respond to them in various ways
- identify customs and traditions
- show awareness of and use idiomatic phrases, formulae, and ritualized language in oral and written forms

For detailed information on the Italian 5 to 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2005italian512.pdf.

Italian 11 (MIT--11/IT 11)

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

Content

- 10 learning standards that focus on acquiring this language, including:
    - increasingly complex vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - language formality and etiquette
    - contributions of Italians and Italian Canadians, past and present, Italian creative works, cultural aspects of Italian communities, and immigrant experiences
    - features of major Italian regional dialects
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 18 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_italian_elab.pdf.

Old Curriculum

Italian 12 (MIT--12/IT 12)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 9 detailed PLOs

Skill Development

- exchange ideas and thoughts about areas of personal interest
- express long- and short-term plans, goals, and intentions
- interact in Italian effectively and with some spontaneity
- research, analyze, and use information from several sources
- view, listen to and read creative works, and respond to them through drama, visual arts, music, and writing
- show cultural sensitivity and give examples of how one is influenced by one's cultural experience

For detailed information on the Italian 5 to 12 IRP, please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2005italian512.pdf.

New Curriculum

Italian 12 (MIT--12/IT 12)

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

Content

- 8 learning standards that focus on acquiring this language, including:
    - increasingly complex vocabulary, sentence structures, and expressions
    - multiple forms of past, present, and future time frames
    - language formality and etiquette
    - contributions of Italians, and Italian Canadians, past and present, cultural aspects of Italian communities around the world, and Italian creative works
    - features of major Italian regional dialects
    - Italian resources and services
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 21 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_italian_elab.pdf.

LANGUAGES – Japanese

Japanese 10 (MJA--10/JA 10)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 11 detailed PLOs

Skill Development

- introduce themselves and family members
- communicate needs, desires, and emotions
- describe events and experiences in logical progression
- exchange information orally and in writing using *hiragana* and *katakana*
- view, listen to and read creative works and respond to them in various ways
- demonstrate knowledge of Japanese culture and society

For detailed information on the Japanese 5 to 12 IRP, please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997japanese512.pdf.

Japanese 10 (MJA--10/JA 10)

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

Content

- 11 learning standards that focus on acquiring this language, including:
    - *hiragana* and *katakana* and an increasing range of *kanji*
    - increasingly complex vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - elements of common texts and common elements of stories
    - contributions of Japanese Canadians to society, cultural practices in various Japanese communities, and Japanese works of art
    - indigenous peoples of Japan
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 15 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/second-languages/10/japanese.

Introductory Japanese 11 (MBJA-11/BJA 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 14 detailed PLOs

Skill Development

- introduce themselves and family members
- describe events and experiences in logical progression
- communicate needs, desires, and emotions
- exchange information orally and in writing using *hiragana* and *katakana*
- locate, process and adapt information from Japanese-language resources
- view, listen to, and read creative works with visual and contextual support, and respond to them in a variety of ways
- demonstrate knowledge of concepts and terms that characterize Japanese culture and society
- compare Japanese culture with their own or other cultures

For detailed information on the Japanese 5 to 12 IRP, please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997japanese512.pdf.

Japanese Introductory 11 (MBJA-11/BJA 11)

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

Content

- 9 learning standards that focus on acquiring this language, including:
    - Japanese writing conventions with rōmaji, hiragana and katakana, and kanji
    - common, high-frequency vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - elements of common texts and stories
    - Japanese works of art and cultural practices in Japanese communities
    - indigenous peoples of Japan
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 10 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11_japanese-introductory_elab.pdf.

Japanese 11 (MJA--11/JA 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 10 detailed PLOs

Skill Development

- exchange information on familiar topics using *hiragana, katakana*, and some *kanji* in familiar linguistic patterns
- describe or narrate, with supporting detail, an event, situation, or experiences
- use relevant information from Japanese-language resources
- convey acquired information in oral and visual forms, and in writing using *hiragana, katakana*, and some *kanji*
- view, listen to and read creative works and respond to them in various ways
- employ culturally specific Japanese manners and gestures
- analyze similarities and differences between Japanese culture and their own cultures

For detailed information on the Japanese 5 to 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997japanese512.pdf.

Japanese 11 (MJA--11/JA 11)

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

Content

- 10 learning standards that focus on acquiring this language, including:
    - an increasing range of *kanji*
    - increasingly complex vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - language formality and etiquette
    - distinguishing features of major Japanese regional dialects
    - contributions of Japanese Canadians to society and Japanese works of art
    - histories and worldviews of the indigenous peoples of Japan
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 16 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_japanese_elab.pdf.

Japanese 12 (MJA--12/JA 12)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 9 detailed PLOs

Skill Development

- exchange information on familiar topics and interests using specified *kanji*
- express plans, goals, and intentions; points of view
- interact in in a range of social and learning contexts
- research, analyze, and synthesize information from several Japanese-language sources
- convey information in oral, visual, and written forms
- view, listen to and read creative works, and respond to them in various ways
- demonstrate culturally appropriate manners and behaviour; adapt language to cultural context

For detailed information on the Japanese 5 to 12 IRP, please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997japanese512.pdf.

Japanese 12 (MJA--12/JA 12)

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

Content

- 11 learning standards that focus on acquiring this language, including:
    - an increasing range of *kanji*
    - increasingly complex vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - language formality and etiquette
    - distinguishing features of major Japanese regional dialects
    - Japanese-related resources and services
    - contributions of Japanese Canadians to society and Japanese works of art
    - histories and worldviews of the indigenous peoples of Japan
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 16 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_japanese_elab.pdf.

Old Curriculum	New Curriculum

Korean 10 (MKOR-10/KOR 10)

Content

- The components of this IRP are categorized under four curriculum organizers:
  - o Communicating
  - o Acquiring Information
  - o Experiencing Creative Works
  - o Understanding Culture and Society
- 11 detailed PLOs

Skill Development

- communicate needs, desires, and motions; make suggestions
- describe events and experiences
- communicate in past, present, and future
- retrieve, process, and adapt information for Korean language resources
- explain in detail information in oral, visual, and written forms
- discuss and respond to authentic creative works
- identify contributions of Korean people to Canada and the world
- compare and contrast customs

For detailed information on the Korean 5 to 12 IRP, please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2006korean512.pdf.

Korean 10 (MKOR-10/KOR 10)

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

Content

- 11 learning standards that focus on acquiring this language, including:
  - o vocabulary, sentence structures, and common expressions
  - o past, present, and future time frames
  - o elements of common texts and common elements of stories
  - o language formality and etiquette
  - o contributions of Korean Canadians to society and Korean works of art
  - o dialects and variations from different regions of Korea
  - o First Peoples perspectives connecting language and culture, including oral histories, identity, and place
  - o ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 15 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
  - o Thinking and Communicating
  - o Personal and Social Awareness

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/second-languages/10/korean.

Introductory Korean 11 (MIKOR11/IKOR 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 14 detailed PLOs

Skill Development

- ask for information, permission, and clarification and respond accordingly
- recognize and use greetings, expressions and formal/informal forms of address
- communicate likes, dislikes, emotions; past, present, and future
- extract, retrieve, and process information from Korean language resources
- reflect on, discuss and respond to creative works from Korean culture
- identify characteristics of Korean culture and contributions of Korean people to the world

For detailed information on the Korean 5 to 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2006korean512.pdf.

Korean Introductory 11 (MIKOR11/IKOR 11)

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

Content

- 12 learning standards that focus on acquiring this language, including:
    - Korean alphabet, phonemes, stroke order, syllable construction, and particles (functional words)
    - common, high-frequency vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - language formality and etiquette
    - cultural practices in various Korean communities and Korean works of art
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 11 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11_korean-introductory_elab.pdf.

Korean 11 (MKOR-11/KOR 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 12 detailed PLOs

Skill Development

- exchange opinions on topics of interest
- describe or narrate events, situations, or experiences
- use a range of vocabulary and expressions in past, present, and future
- retrieve, research and use information from Korean language resources
- summarize information in oral, visual, and written forms
- compare, contrast, and respond to creative works
- identify contemporary issues in Korean culture

For detailed information on the Korean 5 to 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2006korean512.pdf.

Korean 11 (MKOR-11/KOR 11)

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

Content

- 7 learning standards that focus on acquiring this language, including:
    - increasingly complex vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - language formality and etiquette
    - contributions of Korean Canadians to society and Korean works of art
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 15 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_korean_elab.pdf.

Korean 12 (MKOR-12/KOR 12)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 11 detailed PLOs

Skill Development

- express long- and short-term plans, goals, and intentions
- exchange ideas, thoughts, points of view
- describe, narrate, and analyze events, situations, or experiences
- use a wide range of vocabulary, complexity of expression, and idiom in past, present and future
- retrieve, research, analyze, and synthesize information from several sources
- analyze and respond to authentic creative works from Korean culture
- analyze and discuss contemporary issues in Korean culture

For detailed information on the Korean 5 to 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2006korean512.pdf.

Korean 12 (MKOR-12/KOR 12)

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

Content

- 9 learning standards that focus on acquiring this language, including:
    - increasingly complex vocabulary, sentence structures, and expressions
    - multiple forms of past, present, and future time frames
    - language formality and etiquette
    - distinguishing features of regional dialects
    - contributions of Korean Canadians to society and Korean works of art
    - Korean-related resources and services
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 18 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal & Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_korean_elab.pdf.

LANGUAGES – Mandarin

| New Curriculum

Mandarin Chinese 10 (MMAN-10/MAN 10)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 9 detailed PLOs

Skill Development

- communicate needs, desires, and emotions
- describe events, experiences, and procedures
- recognize and apply commonly use idiomatic expressions
- process and adapt information from Chinese-language resources
- convey acquired information in oral and written language
- view, listen to and read creative works and respond to them in various ways
- identify and compare Canadian customs and traditions with those of Chinese-speaking cultures

For detailed information on the Mandarin Chinese 5 to 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1998mandchinese512.pdf.

Mandarin 10 (MMAN-10/MAN 10)

This course is intended to be a direct replacement for Mandarin Chinese 10.

Content

- 12 learning standards that focus on acquiring this language, including:
    - phonetic systems and tonal variations
    - Chinese characters, meaning, and structure
    - commonly used vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - elements of common texts and common elements of stories
    - contributions of Chinese Canadians to society, cultural practices in various Chinese communities, and Chinese works of art
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 15 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal & Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/second-languages/10/mandarin.

Old Curriculum

Introductory Mandarin Chinese 11 (MBMAN11/BMAN 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 13 detailed PLOs

Skill Development

- introduce themselves and others using appropriate terms
- identify and exchange preferences and interests
- communicate needs, desires, and emotions
- recognize and apply commonly used idiomatic expressions
- process and adapt information from Chinese-language resources
- view, listen to, and read creative works with visual and contextual support, and respond to them in a variety of ways
- identify their own and others' cultural backgrounds and cultural content in Chinese-language resources

For detailed information on the Mandarin Chinese 5 to 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1998mandchinese512.pdf.

New Curriculum

Mandarin Introductory 11 (MBMAN11/BMAN 11)

This course is intended to be a direct replacement for Introductory Mandarin Chinese 11.

Content

- 10 learning standards that focus on acquiring this language, including:
  - phonetic systems and tonal variations
  - commonly used Chinese characters
  - basic parts and radicals
  - common, high-frequency vocabulary, sentence structures, and expressions
  - past, present, and future time frames
  - elements of common types of texts and stories
  - cultural practices in various Chinese communities and Chinese works of art
  - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
  - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 11 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
  - Thinking and Communicating
  - Personal & Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11_mandarin-introductory_elab.pdf.

Mandarin Chinese 11 (MMAN-11/MAN 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 9 detailed PLOs

Skill Development

- describe or narrate, with supporting detail, an event, situation, or experiences
- exchange opinions on topics of interest
- apply idiomatic expressions with some fluency
- research, use, and convey information from Chinese-language resources
- view, listen to and read creative works and respond to them in various ways
- identify and compare customs and traditions from various cultures

For detailed information on the Mandarin Chinese 5 to 12 IRP, please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1998mandchinese512.pdf.

Mandarin 11 (MMAN-11/MAN 11)

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

Content

- 10 learning standards that focus on acquiring this language, including:
    - phonetic systems and tonal variations
    - Chinese characters, meaning, and structure
    - increasingly complex vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - language formality and etiquette
    - Chinese history, worldviews, and works of art
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 14 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_mandarin_elab.pdf.

Old Curriculum

Mandarin Chinese 12 (MMAN-12/MAN 12)

Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 11 detailed PLOs

Skill Development

- exchange ideas and thoughts about areas of interest
- express long- and short-term plans, goals, and intentions; points of view
- use idiomatic expressions
- research, analyze, and synthesize information from several Chinese-language sources
- view, listen to and read creative works, and respond to them in various ways
- examine Chinese customs and traditions
- demonstrate cultural sensitivity through appropriate behaviour and language

For detailed information on the Mandarin Chinese 5 to 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1998mandchinese512.pdf.

New Curriculum

Mandarin 12 (MMAN-12/MAN 12)

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

Content

- 8 learning standards that focus on acquiring this language, including:
  - Chinese characters, meaning, and structure
  - increasingly complex vocabulary, sentence structures, and expressions
  - multiple forms of past, present, and future time frames
  - language formality and etiquette
  - Chinese works of art
  - Chinese-related resources and services
  - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
  - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 16 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
  - Thinking and Communicating
  - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_mandarin_elab.pdf.

LANGUAGES – Punjabi

Old Curriculum

Punjabi 10 (MPUN-10/PUN 10)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 12 detailed PLOs

Skill Development

- communicate needs, desires, and emotions; everyday activity/procedure
- describe events and experiences sequentially
- recognize and use simple idiomatic expressions
- extract and process information from a variety of sources
- respond to creative works from a variety of sources; produce a variety of creative works with increased emphasis on writing
- apply knowledge of characteristic Punjabi games, sports, crafts, customs, or celebrations to plan and implement cultural events
- explain the significance of Punjabi customs, celebrations, and festivals

For detailed information on the Punjabi 5 to 12 IRP, please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1995punjab512.pdf.

New Curriculum

Punjabi 10 (MPUN-10/PUN 10)

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

Content

- 10 learning standards that focus on acquiring this language, including:
    - vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - elements of common texts and common elements of stories
    - contributions of Punjabi Canadians to society, cultural aspects of various Punjabi communities, Punjabi works of art, and Punjabi media
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 14 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/second-languages/10/punjabi.

Introductory Punjabi 11 (MIPUN11/IPUN 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 19 detailed PLOs

Skill Development

- use common expressions and vocabulary for familiar objects
- introduce themselves and others; exchange simple greetings
- exchange information about likes, dislikes, and interests
- communicate needs, desires, or emotions appropriately
- describe events and experiences sequentially
- respond to and produce a variety of creative works
- demonstrate an understanding of the significance of particular Punjabi customs, celebrations, and festivals

For detailed information on the Punjabi 5 to 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1995punjab512.pdf.

Punjabi Introductory 11 (MIPUN11/IPUN 11)

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

Content

- 8 learning standards that focus on acquiring this language, including:
    - Punjabi alphabet, symbols, sounds, phonemes, and letter patterns
    - common, high-frequency vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - common elements of stories
    - cultural aspects of Punjabi communities and Punjabi works of art
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 12 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11_punjabi-introductory_elab.pdf.

Punjabi 11 (MPUN-11/PUN 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 11 detailed PLOs

Skill Development

- exchange opinions on topics of interest
- describe or narrate, with supportive detail, an event, situation, or experience
- identify and use common idiomatic expressions
- research and use information from a variety of sources
- respond to creative works from a variety of sources
- produce a variety of written, oral, and visual creative works
- Punjabi language and culture in local and global communities

For detailed information on the Punjabi 5 to 12 IRP, please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1995punjab512.pdf.

Punjabi 11 (MPUN-11/PUN 11)

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

Content

- 9 learning standards that focus on acquiring this language, including:
    - increasingly complex vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - language formality and etiquette
    - contributions of Punjabi communities and Punjabi Canadians to Canada, and Punjabi works of art
    - the impact of historical events on Punjabi language and connections between language and culture
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 17 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_punjabi_elab.pdf.

Old Curriculum	New Curriculum

Punjabi 12 (MPUN-12/PUN 12)

Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 12 detailed PLOs

Skill Development

- exchange opinions and beliefs on topics of interest
- express plans, goals, and intentions
- demonstrate an understanding of a wide range of idiomatic expressions
- research, analyze, and use information from a variety of sources
- respond to creative works from a variety of sources
- produce a variety of creative works based on Punjabi resources
- Punjabi language and culture in local and global communities, including the significance of Punjabi customs, celebrations, and festivals

For detailed information on the Punjabi 5 to 12 IRP, please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1995punjab512.pdf.

Punjabi 12 (MPUN-12/PUN 12)

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

Content

- 9 learning standards that focus on acquiring this language, including:
  - increasingly complex vocabulary, sentence structures, and expressions
  - past, present, and future time frames
  - language formality and etiquette
  - Punjabi resources and services
  - contributions of Punjabi communities and Punjabi Canadians to Canada, and Punjabi works of art
  - cultural impact on behavior and attitudes, and connections between language and culture
  - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
  - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 16 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
  - Thinking and Communicating
  - Personal and Social Awareness

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_punjabi_elab.pdf.

LANGUAGES – Spanish

Spanish 10 (MSP--10/SP 10)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 11 detailed PLOs

Skill Development

- communicate needs, desires, and emotions
- describe events, and experiences
- communicate in past, present, and future
- retrieve, process, and adapt information from Spanish-language resources
- explain information in oral, visual, and written forms
- discuss and respond to authentic creative works from the Hispanic world
- identify contributions of Hispanic people to the world
- compare and contrast customs

For detailed information on the Spanish 5 to 12 IRP, please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2005spanish512.pdf.

Spanish 10 (MSP--10/SP 10)

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

Content

- 9 learning standards that focus on acquiring this language, including:
    - increasingly complex vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - elements of common texts and common elements of stories
    - idiomatic expressions from across the Hispanic world
    - contributions of Hispanic Canadians to society, cultural practices in various Hispanic regions, and Hispanic works of art
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 16 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/second-languages/10/spanish/courses.

Introductory Spanish 11 (MBSP-11/BSP 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 14 detailed PLOs

Skill Development

- ask for information, permission, and clarification
- recognize and use greetings, expressions, formal and informal forms of address
- communicate likes, dislikes, desires, and emotions
- communicate in past, present, and future
- extract, retrieve, process, and adapt information from Spanish-language resources
- explain information in oral, visual, and written forms
- reflect on, discuss, and respond to authentic creative works from the Hispanic world
- identify contributions of Hispanic people to the world
- compare and contrast customs

For detailed information on the Spanish 5 to 12 IRP, please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2005spanish512.pdf.

Spanish Introductory 11 (MBSP-11/BSP 11)

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

Content

- 11 learning standards that focus on acquiring this language, including:
    - Spanish letter patterns
    - gender and number
    - common, high-frequency vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - common elements of stories
    - idiomatic expressions from across the Hispanic world
    - contributions of Hispanic Canadians to society, cultural practices, traditions, and attitudes in various Hispanic regions, and Hispanic works of art
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place

Curricular Competency Development

- 10 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11_spanish-introductory_elab.pdf.

Spanish 11 (MSP--11/SP 11)

Content

- The components of this IRP are categorized under four curriculum organizers:
    - Communicating
    - Acquiring Information
    - Experiencing Creative Works
    - Understanding Culture and Society
- 11 detailed PLOs

Skill Development

- exchange opinions on topics of interest
- describe or narrate events, situations, and experiences
- range of vocabulary in past, present, and future
- retrieve, research, and use information from Spanish-language resources
- summarize information in oral, visual, and written forms
- compare, contrast and respond to creative works from the Hispanic world
- identify contributions and cultures of Hispanic people
- identify contemporary issues in the Hispanic world

For detailed information on the Spanish 5 to 12 IRP, please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2005spanish512.pdf.

Spanish 11 (MSP--11/SP 11)

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

Content

- 7 learning standards that focus on acquiring this language, including:
    - increasingly complex vocabulary, sentence structures, and expressions
    - past, present, and future time frames
    - language formality and etiquette
    - distinguishing features of major Spanish and Hispanic regional dialects
    - Hispanic works of art
    - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
    - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 17 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
    - Thinking and Communicating
    - Personal and Social Awareness

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_spanish_elab.pdf.

Old Curriculum

Spanish 12 (MSP--12/SP 12)

Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 11 detailed PLOs

Skill Development

- express short- and long-term plans, goals, and intentions
- exchange ideas, thoughts, and points of view
- describe, narrate, and analyze events, situations, and experiences
- range of vocabulary in past, present, and future
- retrieve, research, and analyze information from Spanish-language resources
- synthesize information in oral, visual, and written forms
- analyze and respond to creative works and contemporary issues from the Hispanic world
- use language, expressions, and behaviours to reflect cultural context

For detailed information on the Spanish 5 to 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2005spanish512.pdf.

New Curriculum

Spanish 12 (MSP--12/SP 12)

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

Content

- 8 learning standards that focus on acquiring this language, including:
  - increasingly complex vocabulary, sentence structures, and expressions
  - past, present, and future time frames
  - language formality and etiquette
  - distinguishing features of major Spanish and Hispanic regional dialects
  - Hispanic resources and services
  - Hispanic works of art
  - First Peoples perspectives connecting language and culture, including oral histories, identity, and place
  - ethics of cultural appropriation and plagiarism

Curricular Competency Development

- 17 well-developed learning standards organized into 2 areas that span Grade 5 to Grade 12:
  - Thinking and Communicating
  - Personal and Social Awareness

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/second-languages/en_second-languages_11-12_spanish_elab.pdf.

Languages Course Code Comparison Table

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
American Sign Language 10	MASL-10	ASL 10	American Sign Language 10	MASL-10	ASL 10
American Sign Language – Introductory 11	MIASL11	IASL 11	American Sign Language – Introductory 11	MIASL11	IASL 11
American Sign Language 11	MASL-11	ASL 11	American Sign Language 11	MASL-11	ASL 11
American Sign Language 12	MASL-12	ASL 12	American Sign Language 12	MASL-12	ASL 12
Core French 10	MFR--10	FR 10	Core French 10	MFR--10	FR 10
—			Core French Introductory 11	MFRI-11	FRI 11
Core French 11	MFR--11	FR 11	Core French 11	MFR--11	FR 11
Core French 12	MFR--12	FR 12	Core French 12	MFR--12	FR 12
German 10	MGE--10	GE 10	German 10	MGE--10	GE 10
German – Introductory 11	MBGE-11	BGE 11	German Introductory 11	MBGE-11	BGE 11
German 11	MGE--11	GE 11	German 11	MGE--11	GE 11
German 12	MGE--12	GE 12	German 12	MGE--12	GE 12
Italian 10	MIT--10	IT 10	Italian 10	MIT--10	IT 10
Introductory Italian 11	MBIT-11	BIT 11	Italian Introductory 11	MBIT-11	BIT 11
Italian 11	MIT--11	IT 11	Italian 11	MIT--11	IT 11
Italian 12	MIT--12	IT 12	Italian 12	MIT--12	IT 12
Japanese 10	MJA--10	JA 10	Japanese 10	MJA--10	JA 10
Introductory Japanese 11	MBJA-11	BJA 11	Japanese Introductory 11	MBJA-11	BJA 11
Japanese 11	MJA--11	JA 11	Japanese 11	MJA--11	JA 11
Japanese 12	MJA--12	JA 12	Japanese 12	MJA--12	JA 12
Korean 10	MKOR-10	KOR 10	Korean 10	MKOR-10	KOR 10
Introductory Korean 11	MIKOR11	IKOR 11	Korean Introductory 11	MIKOR11	IKOR 11
Korean 11	MKOR-11	KOR 11	Korean 11	MKOR-11	KOR 11
Korean 12	MKOR-12	KOR 12	Korean 12	MKOR-12	KOR 12
Mandarin Chinese 10	MMAN-10	MAN 10	Mandarin 10	MMAN-10	MAN 10
Introductory Mandarin Chinese 11	MBMAN11	BMAN 11	Mandarin Introductory 11	MBMAN11	BMAN 11

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Mandarin Chinese 11	MMAN-11	MAN 11	Mandarin 11	MMAN-11	MAN 11
Mandarin Chinese 12	MMAN-12	MAN 12	Mandarin 12	MMAN-12	MAN 12
Punjabi 10	MPUN-10	PUN 10	Punjabi 10	MPUN-10	PUN 10
Introductory Punjabi 11	MIPUN11	IPUN 11	Punjabi Introductory 11	MIPUN11	IPUN 11
Punjabi 11	MPUN-11	PUN 11	Punjabi 11	MPUN-11	PUN 11
Punjabi 12	MPUN-12	PUN 12	Punjabi 12	MPUN-12	PUN 12
Spanish 10	MSP--10	SP 10	Spanish 10	MSP--10	SP 10
Introductory Spanish 11	MBSP-11	BSP 11	Spanish Introductory 11	MBSP-11	BSP 11
Spanish 11	MSP--11	SP 11	Spanish 11	MSP--11	SP 11
Spanish 12	MSP--12	SP 12	Spanish 12	MSP--12	SP 12

MATHEMATICS

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Foundations of Mathematics and Pre-calculus 10 (MFMP-10/FMP 10)

Adheres to the WNCP 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 Foundations of Mathematics & Pre-calculus 10 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_foundations_precalc10.pdf.

Foundations of Mathematics and Pre-calculus 10 (MFMP-10/FMP 10)

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

Content

- 10 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

Curricular Competency Development

- A consistent framework for Curricular Competencies has been established. 18 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
  - Reasoning and modelling
  - Understanding and solving
  - Communicating and representing
  - Connecting and reflecting

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/mathematics/10/foundations-of-mathematics-and-pre-calculus.

Foundations of Mathematics 11 (MFOM-11/FOM 11)

Adheres to the WNCP 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 Foundations of Mathematics 11 and 12 IRP, please see
https://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_foundations11.pdf.

Foundations of Mathematics 11 (MFOM-11/FOM 11)

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

Content

- 6 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

Curricular Competency Development

- A consistent framework for Curricular Competencies has been established. 18 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
    - Reasoning and modelling
    - 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/curriculum/mathematics/en_mathematics_11_foundations-of-mathematics_elab.pdf.

Foundations of Mathematics 12 (MFOM-12/FOM 12)

Adheres to the WNCP 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 Foundations of Mathematics 11 and 12 IRP, please see https://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_foundations12.pdf.

Foundations of Mathematics 12 (MFOM-12/FOM 12)

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

Content

- 6 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

Curricular Competency Development

- A consistent framework for Curricular Competencies has been established. 18 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
    - Reasoning and modelling
    - 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/curriculum/mathematics/en_mathematics_12_foundations-of-mathematics_elab.pdf.

Apprenticeship and Workplace Mathematics 10 (MAWM-10/AWM 10)

Adheres to the WNCP 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 Apprenticeship and Workplace Mathematics 10 to 12 IRP, please see
https://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_app_work10.pdf.

Workplace Mathematics 10 (MWPM-10/WPM 10)

This course is intended to be a direct replacement for Apprenticeship and Workplace Mathematics 10. It no longer adheres to the WNCP 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: 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

Curricular Competency Development

- A consistent framework for Curricular Competencies has been established. 18 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
  - Reasoning and modelling
  - Understanding and solving
  - Communicating and representing
  - Connecting and reflecting

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/mathematics/10/workplace-mathematics.

Apprenticeship and Workplace Mathematics 11 (MAWM-11/AWM 11)

Adheres to the WNCP 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 Apprenticeship and Workplace Mathematics 10 to 12 IRP, please see
https://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_app_work11.pdf.

Workplace Mathematics 11 (MWPM-11/WPM 11)

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

Content

- 5 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

Curricular Competency Development

- A consistent framework for Curricular Competencies has been established. 18 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
  - Reasoning and modelling
  - 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/curriculum/mathematics/en_mathematics_11_workplace-mathematics_elab.pdf.

Apprenticeship and Workplace Mathematics 12 (MAWM-12/AWM 12)

Adheres to the WNCP 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 Apprenticeship and Workplace Mathematics 10 to 12 IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_app_work12.pdf.

Apprenticeship Mathematics 12 (MAPPR12/PRMA 12)

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

Content

- 6 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

Curricular Competency Development

- A consistent framework for Curricular Competencies has been established. 18 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
  - Reasoning and modelling
  - 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/curriculum/mathematics/en_mathematics_12_apprenticeship-mathematics_elab.pdf.

Pre-calculus 11 (MPREC11/PREC 11)

Adheres to the WNCP 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 Pre-calculus 11 and 12 IRP, please see https://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_precalc11.pdf.

Pre-calculus 11 (MPREC11/PREC 11)

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

Content

- 9 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

Curricular Competency Development

- A consistent framework for Curricular Competencies has been established. 18 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
    - Reasoning and modelling
    - 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/curriculum/mathematics/en_mathematics_11_pre-calculus_elab.pdf.

Pre-calculus 12 (MPREC12/PREC 12)

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

Content

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

Skill Development

- Two general outcomes include the following:
    - o use communication in order to learn and express their understanding
    - o 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 Pre-calculus 11 and 12 IRP, please see https://www.bced.gov.bc.ca/irp/pdfs/mathematics/WNCPmath1012/2008math_precalc12.pdf.

Pre-calculus 12 (MPREC12/PREC 12)

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

Content

- 7 learning standards organized into 4 of the 5 strands or themes starting in Kindergarten and growing in sophistication until Grade 12:
    - o Number: logarithmic functions and equations; exponential equations; operations on logarithms; polynomial functions and equations; rational functions
    - o Computational Fluency: transformations of functions
    - o Patterning: sequences and series
    - o 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

Curricular Competency Development

- A consistent framework for Curricular Competencies has been established. 18 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
    - o Reasoning and modelling
    - o Understanding and solving
    - o Communicating and representing
    - o Connecting and reflecting

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/mathematics/en_mathematics_12_pre-calculus_elab.pdf.

Calculus 12 (MCALC12/CALC 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 Calculus 12 IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/mathematics/2000math1012.pdf.

Calculus 12 (MCALC12/CALC 12)

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

Content

- 4 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

Curricular Competency Development

- A consistent framework for Curricular Competencies has been established. 18 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/curriculum/mathematics/en_mathematics_12_calculus_elab.pdf.

*No pre-existing Ministry-developed **Computer Science 11** course.*

Computer Science 11 (MMACS11/MACS 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
  - 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

Curricular Competency Development

- A consistent framework for Curricular Competencies has been established. 18 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
  - Reasoning and modelling
  - 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/curriculum/mathematics/en_mathematics_11_computer-science_elab.pdf.

*No pre-existing Ministry-developed **Computer Science 12** course.*

Computer Science 12 (MMACS12/MACS 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:
  - o Computational Fluency
  - o 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

Curricular Competency Development

- A consistent framework for Curricular Competencies has been established. 18 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
  - o Reasoning and modelling
  - o Understanding and solving
  - o Communicating and representing
  - o Connecting and reflecting

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

*No pre-existing Ministry-developed **Statistics 12** course.*

Statistics 12 (MSTAT12/STAT 12)

This is a new BC Ministry of Education course.

Content

- 9 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

Curricular Competency Development

- A consistent framework for Curricular Competencies has been established. 18 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
    - Reasoning and modelling
    - 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/curriculum/mathematics/en_mathematics_12_statistics_elab.pdf.

*No pre-existing Ministry-developed **History of Mathematics 11** course.*

History of Mathematics 11 (MHOM-11/HOM 11)

This is a new BC Ministry of Education course.

Content

- 6 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

Curricular Competency Development

- A consistent framework for Curricular Competencies has been established. 18 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
    - Reasoning and modelling
    - 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/curriculum/mathematics/en_mathematics_11_history-of-mathematics_elab.pdf.

Geometry 12 (MGMT-12/GMT 12)

This is a new BC Ministry of Education Course.

Content

- 6 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

Curricular Competency Development

- A consistent framework for Curricular Competencies has been established. 18 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
    - Reasoning and modelling
    - 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/curriculum/mathematics/en_mathematics_12_geometry_elab.pdf.

Mathematics Course Code Comparison Table

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Apprenticeship and Workplace Mathematics 10	MAWM-10	AWM 10	Workplace Mathematics 10	MWPM-10	WPM 10
Apprenticeship and Workplace Mathematics 11	MAWM-11	AWM 11	Workplace Mathematics 11	MWPM-11	WPM 11
Apprenticeship and Workplace Mathematics 12	MAWM-12	AWM 12	Apprenticeship Mathematics 12	MAPPR12	PRMA 12
Calculus 12	MCALC12	CALC 12	Calculus 12	MCALC12	CALC 12
Foundations of Mathematics 11	MFOM-11	FOM 11	Foundations of Mathematics 11	MFOM-11	FOM 11
Foundations of Mathematics 12	MFOM-12	FOM 12	Foundations of Mathematics 12	MFOM-12	FOM 12
Foundations of Mathematics and Pre-calculus 10	MFMP-10	FMP 10	Foundations of Mathematics and Pre-calculus 10	MFMP-10	FMP 10
Pre-calculus 11	MPREC11	PREC 11	Pre-calculus 11	MPREC11	PREC 11
Pre-calculus 12	MPREC12	PREC 12	Pre-calculus 12	MPREC12	PREC 12
—			Computer Science 11	MMACS11	MACS 11
—			Computer Science 12	MMACS12	MACS 12
—			Geometry 12	MGMT-12	GMT 12
—			History of Mathematics 11	MHOM-11	HOM 11
—			Statistics 12	MSTAT12	STAT 12

PHYSICAL AND HEALTH EDUCATION

Planning 10 (MPLAN10/PLAN 10)

Content

- 9 Health PLOs in 4 curriculum organizers:
    - Healthy Living, analyzing factors that influence health
    - Health Information, analyzing health information for validity
    - Healthy Relationships, covering skills needed to build and maintain healthy relationships
    - Health Decisions, analyzing how to make healthy decisions regarding things such as sexual activity, use of substances, and road safety

For detailed information on the Planning 10 IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/healthcareer/2007planning10.pdf.

Physical Education 10 (MPE--10/PE 10)

Content and Skill Development

- 14 PLOs in 3 curriculum organizers:
    - Active Living, including ways to be active throughout one's life and demonstrating a willingness to participate in physical activities.
    - Movement, including applying movement skills in a variety of individual and group activities
    - Safety, Fair Play, and Leadership, including demonstrating safe use of equipment and facilities and demonstrating leadership and fair play in a variety of activities

For detailed information on the Physical Education 8 to 10 IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/physicaleducation/2008pe810.pdf.

Physical and Health Education 10 (MPHED10/PHED 10)

This course is intended to replace the health content from Planning 10 and the physical education content from Physical Education 10.

Content

- 16 learning standards with two major themes:
    - 6 learning standards related to the development of movement skills and personal fitness
    - 10 learning standards covering a variety of health topics, including healthy sexual decision making, substance misuse, understanding mental health issues like stress, anxiety and depression, and protecting themselves in dangerous or uncomfortable situations
- These learning standards are broad to include a number of different topics at the discretion of the teacher in order to provide content most relevant to the students.

Curricular Competency Development

- 20 learning standards in 4 categories:
    - Physical Literacy, including developing and refining movement skills and safely participating in a variety of activities
    - Healthy and Active Living, including ways to enhance personal fitness and make healthy choices in nutrition
    - Social and Community Health, including topics such as responding to bullying and maintaining healthy relationships
    - Mental Well-Being, including strategies for promoting mental well-being and strategies for managing the physical, emotional, and social changes that occur during puberty and adolescence
- The topics in these 4 categories begin in Kindergarten and increase in sophistication as students mature.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/physical-health-education/10/.

Physical Education 11 (MPE--11/PE 11)

Content and Skill Development

- 25 PLOs in 3 curriculum organizers:
    - Active Living, including ways to be active throughout one's life, understanding key systems of the body, and demonstrating a willingness to participate in physical activities
    - Movement, including applying movement skills in a variety of individual and group activities in a variety of environments.
    - Personal and Social Responsibility, including demonstrating respectful behaviour towards other, demonstrating safe use of equipment and facilities, and demonstrating leadership and fair play in a variety of activities

For detailed information on the Physical Education 11 and 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/physicaleducation/1997pe1112.pdf.

Active Living 11 (MACLV11/ACLV 11)

Active Living 11 is one of the courses replacing Physical Education 11 and focuses on enabling a range of physical activity for students based on student interests and fitness goals.

Content

- 9 learning standards, covering a range of topics related to physical activity, including proper physical movement patterns, safety and etiquette in physical activity, and short and long-term consequences of health decisions.

Curricular Competency Development

- 9 learning standards built around the development of skills to plan and participate in a variety of different physical activities, as well as analyzing the importance of lifelong physical activity.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/physical-health-education/en_physical-health-education_11_active-living_elab.pdf.

Physical Education 11 (MPE--11/PE 11)

Content and Skill Development

- 25 PLOs in 3 curriculum organizers:
    - o Active Living, including ways to be active throughout one's life, understanding key systems of the body, and demonstrating a willingness to participate in physical activities
    - o Movement, including applying movement skills in a variety of individual and group activities in a variety of environments.
    - o Personal and Social Responsibility, including demonstrating respectful behavior towards other, demonstrating safe use of equipment and facilities, and demonstrating leadership and fair play in a variety of activities

For detailed information on the Physical Education 11 and 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/physicaleducation/1997pe1112.pdf.

Fitness and Conditioning 11 (MFTCD11/FTCD 11)

Fitness and Conditioning 11 is one of the courses replacing Physical Education 11. Fitness and Conditioning is for students who are interested in more intensive physical activity and fitness development.

Content

- 15 learning standards, covering systems of the body involved in physical activity, fitness training principles, planning workouts, and monitoring exertion levels.

Curricular Competency Development

- 20 learning standards in 4 categories:
    - o Physical Literacy, including developing and refining movement skills and safely participating in a variety of activities
    - o Healthy and Active Living, including ways to enhance personal fitness and make healthy choices in nutrition
    - o Social and Community Health, including topics such as responding to bullying and maintaining healthy relationships
    - o Mental Well-Being, including strategies for promoting mental well-being and strategies for managing the physical, emotional, and social changes that occur during puberty and adolescence

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/physical-health-education/en_physical-health-education_11_fitness-and-conditioning_elab.pdf.

Physical Education 11 (MPE--11/PE 11)

Content and Skill Development

- 25 PLOs in 3 curriculum organizers:
  - Active Living, including ways to be active throughout one's life, understanding key systems of the body, and demonstrating a willingness to participate in physical activities
  - Movement, including applying movement skills in a variety of individual and group activities in a variety of environments.
  - Personal and Social Responsibility, including demonstrating respectful behavior towards other, demonstrating safe use of equipment and facilities, and demonstrating leadership and fair play in a variety of activities

For detailed information on the Physical Education 11 and 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/physicaleducation/1997pe1112.pdf.

Outdoor Education 11 (MODED11/ODED 11)

Outdoor Education 11 is one of the courses replacing Physical Education 11 and focuses on engaging students in physical activity in outdoor settings and developing specific skills for outdoor activities.

Content

- 9 learning standards, covering a range of topics related to physical activity, including proper physical movement patterns, safety and etiquette in physical activity, and short and long-term consequences of health decisions.

Curricular Competency Development

- 12 learning standards in 3 curriculum organizers:
  - Outdoor activity skills and healthy living, including skills such as participating in outdoor activities, monitoring exertion levels and environmental conditions in outdoor activities, and nutritional requirements for outdoor activities
  - Social responsibility, including participating in outdoor activities while respecting environment and cultural sensitivities
  - Collaboration, teamwork, and safety, including how to cooperate and communicate effectively in outdoor environments and emergency situations

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/physical-health-education/en_physical-health-education_11_outdoor-education_elab.pdf.

Physical Education 12 (MPE--12/PE 12)

Content and Skill Development

- 23 PLOs in 3 curriculum organizers:
    - Active Living, including ways to be active throughout one's life, understanding key systems of the body, and demonstrating a willingness to participate in physical activities
    - Movement, including applying movement skills in a variety of individual and group activities in a variety of environments
    - Personal and Social Responsibility, including demonstrating respectful behavior towards other, demonstrating safe use of equipment and facilities, and demonstrating leadership and fair play in a variety of activities

For detailed information on the Physical Education 11 and 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/physicaleducation/1997pe1112.pdf.

Active Living 12 (MACLV12/ACLV 12)

Active Living 12 is one of the courses replacing Physical Education 12 and focuses on enabling a range of physical activity for students based on student interests and fitness goals.

Content

- 11 learning standards, covering a range of topics related to physical activity, including proper physical movement patterns, safety and etiquette in physical activity, and short and long-term consequences of health decisions.

Curricular Competency Development

- 9 learning standards built around the development of skills to plan and participate in a variety of different physical activities, as well as analyzing the importance of lifelong physical activity.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/physical-health-education/en_physical-health-education_12_active-living_elab.pdf.

Physical Education 12 (MPE--12/PE 12)

Content and Skill Development

- 23 PLOs in 3 curriculum organizers:
    - Active Living, including ways to be active throughout one's life, understanding key systems of the body, and demonstrating a willingness to participate in physical activities
    - Movement, including applying movement skills in a variety of individual and group activities in a variety of environments
    - Personal and Social Responsibility, including demonstrating respectful behavior towards other, demonstrating safe use of equipment and facilities, and demonstrating leadership and fair play in a variety of activities

For detailed information on the Physical Education 11 and 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/physicaleducation/1997pe1112.pdf.

Fitness and Conditioning 12 (MFTCD12/FTCD 12)

Fitness and Conditioning 12 is one of the courses replacing Physical Education 12. Fitness and Conditioning is for students who are interested in more intensive physical activity and fitness development.

Content

- 15 learning standards, covering systems of the body involved in physical activity, fitness training principles, planning workouts, and monitoring exertion levels.

Curricular Competency Development

- 20 learning standards in 4 categories:
    - Physical Literacy, including developing and refining movement skills and safely participating in a variety of activities
    - Healthy and Active Living, including ways to enhance personal fitness and make healthy choices in nutrition
    - Social and Community Health, including topics such as responding to bullying and maintaining healthy relationships
    - Mental Well-Being, including strategies for promoting mental well-being and strategies for managing the physical, emotional, and social changes that occur during puberty and adolescence

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/physical-health-education/en_physical-health-education_12_fitness-and-conditioning_elab.pdf.

Physical Education 12 (MPE--12/PE 12)

Content and Skill Development

- 23 PLOs in 3 curriculum organizers:
    - o Active Living, including ways to be active throughout one's life, understanding key systems of the body, and demonstrating a willingness to participate in physical activities
    - o Movement, including applying movement skills in a variety of individual and group activities in a variety of environments
    - o Personal and Social Responsibility, including demonstrating respectful behavior towards other, demonstrating safe use of equipment and facilities, and demonstrating leadership and fair play in a variety of activities

For detailed information on the Physical Education 11 and 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/physicaleducation/1997pe1112.pdf.

Outdoor Education 12 (MODED12/ODED 12)

Outdoor Education 12 is one of the courses replacing Physical Education 12 and focuses on engaging students in physical activity in outdoor settings and developing specific skills for outdoor activities.

Content

- 9 learning standards, covering a range of topics related to physical activity, including proper physical movement patterns, safety and etiquette in physical activity, and short and long-term consequences of health decisions.

Curricular Competency Development

- 12 learning standards in 3 curriculum organizers:
    - o Outdoor activity skills and healthy living, including skills such as participating in outdoor activities, monitoring exertion levels and environmental conditions in outdoor activities, and nutritional requirements for outdoor activities
    - o Social responsibility, including participating in outdoor activities while respecting environment and cultural sensitivities
    - o Collaboration, teamwork, and safety, including how to cooperate and communicate effectively in outdoor environments and emergency situations

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/physical-health-education/en_physical-health-education_12_outdoor-education_elab.pdf.

Physical and Health Education Course Code Comparison Table

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Physical Education 10	MPE--10	PE 10	Physical and Health Education 10	MPHED10	PHED 10
Physical Education 11	MPE--11	PE 11	Active Living 11	MACLV11	ACLV 11
Physical Education 11	MPE--11	PE 11	Fitness and Conditioning 11	MFTCD11	FTCD 11
Physical Education 11	MPE--11	PE 11	Outdoor Education 11	MODED11	ODED 11
Physical Education 12	MPE--12	PE 12	Active Living 12	MACLV12	ACLV 12
Physical Education 12	MPE--12	PE 12	Fitness and Conditioning 12	MFTCD12	FTCD 12
Physical Education 12	MPE--12	PE 12	Outdoor Education 12	MODED12	ODED 12
Planning 10	MPLAN10	PLAN 10	Physical and Health Education 10	MPHED10	PHED 10

SCIENCE

Science 10 (MSC--10/SC 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 Science 10 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2008sci_10.pdf.

Science 10 (MSC--10/SC 10)

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

Content

- Course is a Science survey focused on scientific understanding in the following areas:
  - Biology
  - Chemistry
  - Physics
  - Earth and 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

Curricular Competency 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/curriculum/science/10/.

Old Curriculum

Chemistry 11 (MCH--11/CH 11)

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 Chemistry 11 and 12 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 (MCH--11/CH 11)

This course is intended to be a direct replacement for Chemistry 11 (2006).

Content

- There are 15 learning standards.
- The content is organized conceptually and includes expected knowledge in the following areas:
    - Structure of Matter
    - Organic Chemistry
    - Measurement of Matter
    - Reactions of Matter
    - Matter in Aqueous Solutions

Curricular Competency 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/curriculum/science/en_science_11_chemistry_elab.pdf.

Earth Science 11 (MESC-11/ESC 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 Earth Science 11 and Geology 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2006earthsci11geology12.pdf.

Earth Sciences 11 (MESC-11/ESC 11)

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

Content

- There are 23 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

Curricular Competency 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/curriculum/science/en_science_11_earth-sciences_elab.pdf.

Sustainable Resources 11 (MSR--11/SR 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 Sustainable Resources 11 and 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2008susres1112.pdf.

Environmental Science 11 (MEVSC11/EVSC 11)

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

Content

- There are 12 learning standards
- Course is focused on environmental learning
- 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

Curricular Competency 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/curriculum/science/en_science_11_environmental-science_elab.pdf.

Biology 11 (MBI--11/BI 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 Biology 11 and 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2006biology1112.pdf.

Life Sciences 11 (MLFSC11/LFSC 11)

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

Content

- Course is focused on plant and animal biology.
- There are 16 learning standards.
- The content is organized conceptually and includes expected knowledge in the following areas:
  - Characteristics of Living Things
  - Process of Evolution
  - Taxonomy

Curricular Competency 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/curriculum/science/en_science_11_life-sciences_elab.pdf.

Applications of Physics 11 (MPHA-11/PHA 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 Applications of Physics 11 and 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2007appphysics1112.pdf.

Physics 11 (MPH—11/PH 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 Physics 11 and 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2006physics1112.pdf.

Physics 11 (MPH—11/PH 11)

This course is intended to be a direct replacement for Applications of Physics 11 and Physics 11.

Content

- There are 18 learning standards.
- The content is organized conceptually and includes expected knowledge in the following areas:
  - Motion
  - Forces
  - Energy
  - Electric Circuits (DC)
  - Mechanical Waves

Curricular Competency 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
- 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/curriculum/science/en_science_11_physics_elab.pdf.

Science and Technology 11 (MSCT-11/SCT 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 Science and Technology 11 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2008scitech11.pdf.

Science for Citizens 11 (MSCCT11/SCCT 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

Curricular Competency 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/curriculum/science/en_science_11_science-for-citizens_elab.pdf.

Biology 12 (MBI--12/BI 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 Biology 11 and 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2006biology1112.pdf.

Anatomy and Physiology 12 (MATPH12/ATPH 12)

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

Content

- Course is focused on human biology.
- There are 13 learning standards.
- The content is organized conceptually and includes expected knowledge in the following areas:
  - Homeostasis
  - DNA and Cells
  - Organ Systems

Curricular Competency 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/curriculum/science/en_science_12_anatomy-and-physiology_elab.pdf.

Chemistry 12 (MCH--12/CH 12)

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 Chemistry 11 and 12 IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2006chem1112.pdf.

Chemistry 12 (MCH--12/CH 12)

This course is intended to be a direct replacement for Chemistry 12 (2006).

Content

- There are 19 learning standards.
- The content is organized conceptually and includes expected knowledge in the following areas:
    - Reaction Kinetics
    - Dynamic Equilibrium
    - Solubility Equilibrium
    - Acid-Base Equilibrium
    - Oxidation-Reduction

Curricular Competency 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/curriculum/science/en_science_12_chemistry_elab.pdf.

Sustainable Resources 12

- **Agriculture (MSRA-12/SRA 12)**
- **Fisheries (MSRFI12/SRFI 12)**
- **Forestry (MSRFO12/SRFO 12)**
- **Mining (MSRM-12/SRM 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 Sustainable Resources 11 and 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2008susres1112.pdf.

Environmental Science 12 (MEVSC12/EVSC 12)

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

Content

- Course has a global focus on environmental learning.
- There are 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

Curricular Competency 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/curriculum/science/en_science_12_environmental-science_elab.pdf.

Geology 12 (MGEOL12/GEOL 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 Earth Science 11 and Geology 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2006earthsci11geology12.pdf.

Geology 12 (MGEOL12/GEOL 12)

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

Content

- There are 19 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

Curricular Competency 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/curriculum/science/en_science_12_geology_elab.pdf.

Applications of Physics 12 (MPHA-12/PHA 12)

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 Applications of Physics 11 and 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2007appphysics1112.pdf.

Physics 12 (MPH--12/PH 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 Physics 11 and 12 IRP, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/sciences/2006physics1112.pdf.

Physics 12 (MPH--12/PH 12)

This course is intended to be a direct replacement for Applications of Physics 12 and Physics 12.

Content
- There are 19 learning standards.
- The content is organized conceptually and includes expected knowledge in the following areas:
  - Relative Motion
  - Special Relativity
  - Linear and Circular Motion
  - Fields (gravitational, electric and magnetic)
  - Momentum
  - Electromagnetic Induction

Curricular Competency 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
- 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/curriculum/science/en_science_12_physics_elab.pdf.

*No pre-existing Ministry-developed **Specialized Science 12** course.*

Specialized Science 12 (MSPSC12/SPSF 12)

This course is a new course where teachers combine a minimum of three Big Ideas from at least two different areas of science to create a specialized science course offering.

Content

- Learning standards are comprised of Content from at least three of the grade 10–12 Science courses and any additional related content.
- The content is organized conceptually and includes knowledge in the following areas:
  - Biology
  - Chemistry
  - Physics
  - Earth and Space
  - Environmental Science

Curricular Competency 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/curriculum/science/en_science_12_specialized-science_elab.pdf.

Science Course Code Comparison Table

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Applications of Physics 11	MPHA-11	PHA 11	Physics 11	MPH--11	PH 11
Applications of Physics 12	MPHA-12	PHA 12	Physics 12	MPH--12	PH 12
Biology 11	MBI--11	BI 11	Life Sciences 11	MLFSC11	LFSC 11
Biology 12	MBI--12	BI 12	Anatomy and Physiology 12	MATPH12	ATPH 12
Chemistry 11	MCH--11	CH 11	Chemistry 11	MCH--11	CH 11
Chemistry 12	MCH--12	CH 12	Chemistry 12	MCH--12	CH 12
Earth Science 11	MESC-11	ESC 11	Earth Sciences 11	MESC-11	ESC 11
Geology 12	MGEOL12	GEOL 12	Geology 12	MGEOL12	GEOL 12
Physics 11	MPH—11	PH 11	Physics 11	MPH--11	PH 11
Physics 12	MPH--12	PH 12	Physics 12	MPH--12	PH 12
Science 10	MSC--10	SC 10	Science 10	MSC--10	SC 10
Science and Technology 11	MSCT-11	SCT 11	Science for Citizens 11	MSCCT11	SCCT 11
Sustainable Resources 11	MSR--11	SR 11	Environmental Science 11	MEVSC11	EVSC 11
Sustainable Resources 12 – Agriculture	MSRA-12	SRA 12	Environmental Science 12	MEVSC12	EVSC 12
Sustainable Resources 12 – Fisheries	MSRFI12	SRFI 12	Environmental Science 12	MEVSC12	EVSC 12
Sustainable Resources 12 – Forestry	MSRFO12	SRFO 12	Environmental Science 12	MEVSC12	EVSC 12
Sustainable Resources 12 – Mining	MSRM-12	SRM 12	Environmental Science 12	MEVSC12	EVSC 12
—			Specialized Science 12	MSPSC12	SPSF 12

SOCIAL STUDIES

Old Curriculum

Social Studies 10 (MSS--10/SS 10)

Content

- 14 detailed PLOs covering 4 key themes:
    - Identity, Society, and Culture
    - Governance
    - Economy and Technology
    - Environment
- Time period: Canada from 1815–1914

Skill Development

- 3 general skills and processes outcomes including:
    - critical thinking skills
    - research skills
    - communication skills
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the Social Studies 10 IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006ss_10.pdf.

New Curriculum
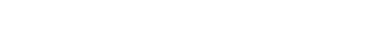
Social Studies 10 (MSS--10/SS 10)

Content

- 10 learning standards covering key areas of Canada and the world such as:
    - political institutions, including First Peoples governance
    - changing conceptions of identity in Canada
    - discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and internments
    - international conflicts and co-operation
    - truth and reconciliation in Canada
- Time period: Canada and the World: 1919 to Present

Curricular Competency Development

- 8 well-developed learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the *ethical dimension* of historical interpretations
- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/social-studies/10/.

Civics 11 (MCIV-11/CIV 11)

Content

- 19 detailed PLOs covering 3 key themes:
    - informed citizenship, including the historical development and evolution of Canadian governance, different ideologies, and the structure and function of different levels and branches of the Canadian government
    - civic deliberation, including principles of democracy and methods of making decisions
    - civic action, including ways for citizens to take action and influence the political process
- Requirements include the study of a large number of specific events and people.

Skill Development

- 4 general outcomes about analyzing sources, demonstrating effective research skills, and demonstrating the skills and attitudes of active citizenship
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the Civic Studies 11 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2005civicstudies11.pdf.

Political Studies 12 (MPLST12/PLST 12)

Content

- 8 learning standards, covering key topics such as:
    - structures of different governments
    - major ideologies
    - role of citizens, the media, and other forces in public policy
    - major issues in local, regional, and international politics
- No requirements to study particular people or events.

Curricular Competency Development

- 8 well-developed learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the *ethical dimension* of historical interpretations
- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.
- In this course, the historical thinking skills have been modified to better reflect the methods used by political scientists.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_political-studies_elab.pdf.

*No pre-existing Ministry-developed **Explorations in Social Studies 11** course.*

This course is a new Ministry-developed course which came out of a request for a course that provides options for students interested in courses that may be less specialized and focused on a variety of topics.

Explorations in Social Studies 11 (MEPSS11/EPSS 11)

Content

- This course provides teachers with a modular course framework. Teachers use this framework to develop a course which uses at least 3 modules based on the full range of Grade 12 elective options. These modules can be combined to create a wide range of courses to address student interest and create locally-relevant course options.

Curricular Competency Development

- This course uses 7 learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the *ethical dimension* of historical interpretations

- While teachers can customize the course content based on student interest, all courses must be based on these same 7 curricular competencies.
- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_11_explorations-in-social-studies_elab.pdf.

*No pre-existing Ministry-developed **Francophone History and Culture 11** course.*

This course is a new Ministry-developed course which came out of a request for more Francophone-specific content.

Francophone History and Culture 11 (MFRHI11/FRHI 11)

Content

- 7 learning standards, covering key topics such as:
    - Francophone communities in Canada
    - Francophone identity
    - Relationships between Francophone communities and First Peoples
    - Language rights and self-determination

- No requirements to study particular people or events.

Curricular Competency Development

- 7 well-developed learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the *ethical dimension* of historical interpretations

- These 6 historical thinking concepts are developed well-developed curricular competencies that are organized into 4 categories that span Kindergarten to Grade 12.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_11_francophone-history_elab.pdf.

Social Studies 11 (MSS--11/SS 11)

Content

- 17 detailed PLOs covering 4 key themes:
    - Politics and Government
    - Autonomy and international involvement
    - Human Geography
    - Society and Identity

Skill Development

- 4 general skills and processes outcomes including:
    - critical thinking
    - research skills
    - communication skills
    - skills and attitudes of active citizenship

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

For detailed information on the Social Studies 11 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2015ss_11.pdf.

Discontinued

*See **Explorations in Social Studies 11** and **Francophone History and Culture 11***

BC First Nations Studies 12 (MFNS-12/FNS 12)

Content

- 17 detailed PLOs covering 4 key themes:
    - relationships between First Peoples and the natural world
    - effects of colonialism on First Peoples
    - cultural traditions of First Peoples
    - leadership and self-determination

Skill Development

- 3 general outcomes about analyzing sources and demonstrating research skills
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the B.C. First Nations Studies 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006bcfns12.pdf.

BC First Peoples 12 (MBCFP12/BCFP 12)

Content

- 8 learning standards covering topics such as:
    - traditional territories of BC First Peoples
    - relationships between BC First Peoples and the provincial and federal governments
    - First Peoples governance
    - First Peoples cultures and the role of oral tradition
- Few requirements to study particular people or events

Curricular Competency Development

- 11 well-developed learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the *ethical dimension* of historical interpretations
- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.
- This course also includes curricular competency learning standards with a specific focus on the First Peoples principles of learning.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_bc-first-peoples_elab.pdf.

BC First Nations Studies 12 (MFNS-12/FNS 12)

Content

- 17 detailed PLOs covering 4 key themes:
    - relationships between First Peoples and the natural world
    - effects of colonialism on First Peoples
    - cultural traditions of First Peoples
    - leadership and self-determination

Skill Development

- 3 general outcomes about analyzing sources and demonstrating research skills
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the B.C. First Nations Studies 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006bcfns12.pdf.

Contemporary Indigenous Studies 12 (MINST12/INST 12)

Content

- 6 learning standards covering topics such as:
    - varied cultures and worldviews of different indigenous peoples
    - relationships and inequities between different indigenous groups and governments around the world
    - resilience and survival of indigenous people in the face of colonialism
    - economic development and partnerships
- Few requirements to study particular people or events

Curricular Competency Development

- 11 well-developed learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the *ethical dimension* of historical interpretations
- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.
- This course also includes curricular competency learning standards with a specific focus on the First Peoples principles of learning.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_contemporary-indigenous-studies_elab.pdf.

Comparative Civilizations 12 (MCCN-12/CCN 12)

Content

- 5 broad PLOs examining 3 key themes:
    - foundations of civilization, such as structures of government and law
    - culture and the arts
    - culture and values
- No specific requirements to study particular people or civilizations

Skill Development

- 3 general outcomes about analyzing sources and demonstrating research skills
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the Comparative Civilizations 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006compciv12.pdf.

Comparative Cultures 12 (MCMCL12/CMCL 12)

Content

- 7 learning standards, covering key areas of culture such as:
    - conflict and conflict resolution within and between cultures
    - systems of power, authority, and governance
    - role of value systems and belief systems in the development of cultures
    - interactions and exchanges between cultures
    - interactions between cultures and the natural environment
- No requirements to study particular people or events

Curricular Competency Development

- 8 well-developed learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the *ethical dimension* of historical interpretations.
- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_comparative-cultures_elab.pdf.

Comparative Civilizations 12 (MCCN-12/CCN 12)

Content

- 5 broad PLOs examining 3 key themes:
  - foundations of civilization, such as structures of government and law
  - culture and the arts
  - culture and values
- No specific requirements to study particular people or civilizations

Skill Development

- 3 general outcomes about analyzing sources and demonstrating research skills
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the Comparative Civilizations 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006compciv12.pdf.

Comparative World Religions 12 (MWRL-12/WRL 12)

Content

- 7 learning standards, covering aspects of religion such as:
  - characteristics of religion, mythology, and spirituality
  - core beliefs, practices, and ethics of world religions, including spirituality in First Peoples cultures
  - sacred texts, traditions, and narratives
  - art, architecture, narratives, and other forms of expression
- Few requirements to study particular people or events.

Curricular Competency Development

- 7 well-developed learning standards built around 6 historical thinking concepts:
  - Establish historical significance
  - Use primary source evidence
  - Identify continuity and change
  - Analyze cause and consequence
  - Take historical perspectives
  - Understand the *ethical dimension* of historical interpretations.
- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_comparative-world-religions_elab.pdf.

No pre-existing Ministry-developed Economic Theory 12 course on the 2004 Graduation Program.

This course is a new Ministry-developed course which came out of a request for a more theoretical economics course to compliment the Economics 12 course developed as part of the Applied Design, Skills, and Technology curriculum.

Economic Theory 12 (MECT-12/ECT 12)

Content

- 8 learning standards covering economic topics such as:
    - economic thought before Adam Smith
    - Marxist economics
    - neoclassical economics and the role of markets
    - contemporary economic thought

Curricular Competency Development

- 8 well-developed learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the *ethical dimension* of historical interpretations

- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.

- In this course, the historical thinking skills have been tweaked to better reflect the methods used by economist.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_economic-theory_elab.pdf.

Geography 12 (MGEO-12/GEO 12)

Content

- 18 detailed PLOs chronologically covering a number of key events from 1919–1991 built around 5 key themes:
    - tectonic processes
    - gradational processes
    - weather and climate
    - biomes
    - resources and environmental sustainability

Skill Development

- 5 outcomes, using the 5 themes of geography and the concept of interactions
- Geographic skills and developing geographic literacy
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the Geography 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006geography12.pdf.

Human Geography 12 (MHGEO12/HGEO 12)

Content

- 7 learning standards covering major themes in human geography, such as:
    - demographic patterns and tends
    - relationship between the physical environment and cultural development
    - relationship between the physical environment and economic development
    - political organization of geographic regions

Curricular Competency Development

- 8 well-developed learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the *ethical dimension* of historical interpretations
- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.
- In this course, the historical thinking skills have been modified to better reflect the methods used by geographers.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_human-geography_elab.pdf.

Geography 12 (MGEO-12/GEO 12)

Content

- 18 detailed PLOs chronologically covering a number of key events from 1919–1991 built around 5 key themes:
    - tectonic processes
    - gradational processes
    - weather and climate
    - biomes
    - resources and environmental sustainability

Skill Development

- 5 outcomes, using the 5 themes of geography and the concept of interactions
- Geographic skills and developing geographic literacy
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the Geography 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006geography12.pdf.

Physical Geography 12 (MPGEO12/PGEO 12)

Content

- 6 learning standards
    - plate tectonics and its effects on human and natural systems
    - gradation and its effects on human and natural systems
    - natural disasters and their effects on human and natural systems
    - climate, weather, and interactions between humans and the atmosphere
    - characteristics of global biomes
    - natural resources and sustainability

Curricular Competency Development

- 8 well-developed learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the *ethical dimension* of historical interpretations
- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.
- In this course, the historical thinking skills have been modified to better reflect the methods used by geographers.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_physical-geography_elab.pdf.

Geography 12 (MGEO-12/GEO 12)

Content

- 18 detailed PLOs chronologically covering a number of key events from 1919–1991 built around 5 key themes:
    - tectonic processes
    - gradational processes
    - weather and climate
    - biomes
    - resources and environmental sustainability

Skill Development

- 5 outcomes, using the 5 themes of geography and the concept of interactions
- Geographic skills and developing geographic literacy
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the Geography 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006geography12.pdf.

Urban Studies 12 (MURST12/RBST 12)

Content

- 7 learning standards examining different aspects of urban areas, including:
    - urbanization as a global phenomenon
    - historic settlement patterns in urban centres
    - functions of local and regional government
    - urban planning and urban design
- Few requirements to study particular people, places, or events.

Curricular Competency Development

- 8 well-developed learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the *ethical dimension* of historical interpretations.
- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_urban-studies_elab.pdf.

History 12 (MHI--12/HI 12)

Content

- 21 detailed PLOs chronologically covering a number of key events from 1919–1991 built around 4 key periods:
    - 1919–1933, primarily focusing on the rise of totalitarian governments in Russia, Italy, and Germany
    - 1933–1945, covering the period of the Great Depression and World War Two
    - 1945–1963, examining the start of the Cold War and the growing importance of China, India, and Israel
    - 1963–1991, covering the Vietnam War, the changes in Chinese communist rule and the end of the Soviet Union and Cold War
- Focus on political history
- Requirements include the study of a large number of specific events and people.

Skill Development

- 3 general outcomes about analyzing sources and demonstrating historical empathy
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the History 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006history12.pdf.

20th Century World History 12 (MWH--12/WH 12)

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

Content

- 9 learning standards, grouped thematically to cover key events and trends of the 20th century, such as:
    - rise of authoritarianism
    - civil wars and independence movements
    - human rights movements
    - religious, ethnic, and cultural conflict
    - global conflicts, including WW1, WW2, and the Cold War
    - migration of people and immigration
    - international cooperation
    - social and cultural developments
    - mass consumption and rapid changes in communication and transportation technology
- No specific date limits allowing teachers to start and finish at whatever point they feel is needed to cover the material effectively
- Includes both political and social history
- Few requirements to study particular people or events.

Curricular Competency Development

- 8 well-developed learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the ethical dimension of historical interpretations
- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_20th-century-world-history_elab.pdf.

History 12 (MHI--12/HI 12)

Content

- 21 detailed PLOs chronologically covering a number of key events from 1919–1991 built around 4 key periods:
    - 1919–1933, primarily focusing on the rise of totalitarian governments in Russia, Italy, and Germany
    - 1933–1945, covering the period of the Great Depression and World War Two
    - 1945–1963, examining the start of the Cold War and the growing importance of China, India, and Israel
    - 1963–1991, covering the Vietnam War, the changes in Chinese communist rule and the end of the Soviet Union and Cold War
- Focus on political history
- Requirements include the study of a large number of specific events and people.

Skill Development

- 3 general outcomes about analyzing sources and demonstrating historical empathy
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the History 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006history12.pdf.

Asian Studies 12 (MASIA12/ASIA 12)

This course is focused on Asian history, primarily in the 20th century.

Content

- 8 learning standards, grouped thematically to cover key events and trends in Asia from 1850 to the present, such as:
    - population demographics and migration
    - economic development
    - colonialism and independence movements
    - development of political institutions
    - social movements
    - local, regional, and international conflicts
    - cultures and identities
- Includes both political and social history
- Few requirements to study particular people or events

Curricular Competency Development

- 8 well-developed learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the *ethical dimension* of historical interpretations
- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_asian-studies_elab.pdf.

History 12 (MHI--12/HI 12)

Content

- 21 detailed PLOs chronologically covering a number of key events from 1919–1991 built around 4 key periods:
    - 1919–1933, primarily focusing on the rise of totalitarian governments in Russia, Italy, and Germany
    - 1933–1945, covering the period of the Great Depression and World War Two
    - 1945–1963, examining the start of the Cold War and the growing importance of China, India, and Israel
    - 1963–1991, covering the Vietnam War, the changes in Chinese communist rule and the end of the Soviet Union and Cold War
- Focus on political history
- Requirements include the study of a large number of specific events and people.

Skill Development

- 3 general outcomes about analyzing sources and demonstrating historical empathy
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the History 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006history12.pdf.

Genocide Studies 12 (MGENO12/GENO 12)

This course is focused on the history of conflict and genocide, primarily in the 20th century.

Content

- 10 learning standards, grouped thematically to cover key events and trends of historical genocides:
    - conditions that lead to genocides
    - stages and characteristics of genocide
    - strategies used in carrying out genocides
    - recognition of and responses to genocides
    - movements to deny or minimize genocides
- No specific date limits allowing teachers to start and finish at whatever point they feel is needed to cover the material effectively
- Includes both political and social history
- Few requirements to study particular people or events

Curricular Competency Development

- 8 well-developed learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the *ethical dimension* of historical interpretations
- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_genocide-studies_elab.pdf.

Law 12 (MLAW-12/LAW 12)

Content

- 18 detailed PLOs covering 4 key themes:
    - foundations of law
    - criminal Law
    - civil Law
    - family Law
- Requirements include the study of a large number of specific events and people

Skill Development

- 3 general outcomes about analyzing sources and demonstrating historical empathy
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the Law 12 IRP, please see
http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006law12.pdf.

Law Studies 12 (MLST-12/LST 12)

Content

- 8 learning standards, covering key legal topics such as:
    - key areas of law such as criminal law, civil law, and family law
    - foundations of Canadian law
    - structures and powers of the federal and provincial courts and administrative tribunals
    - legal rights and responsibilities of Canadians
- Few requirements to study particular people or events

Curricular Competency Development

- 8 well-developed learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the *ethical dimension* of historical interpretations
- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.
- In this course, the historical thinking skills have been tweaked to better reflect the methods used by legal experts.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_law-studies_elab.pdf.

*No pre-existing Ministry-developed **Philosophy 12** course on the 2004 Graduation Program.*

This course is a new Ministry-developed course which came out of a spectrum of existing BAA courses.

Philosophy 12 (MPHIL12/PHIL 12)

Content

- 6 broad learning standards that examine major topics of philosophy, such as:
    - o the nature of reality
    - o theories of being
    - o nature of knowledge and truth
    - o theories of justice and freedom
    - o morality and ethics

- Focus on broad topics to allow teachers and students to explore aspects of personal interest
- No requirements to study a list of specific philosophers or philosophical writings

Curricular Competency Development

- 6 learning standards built around the historical thinking concepts, but modified to apply to philosophy:
    - o Establish significance
    - o Use primary source evidence
    - o Identify continuity and change
    - o Analyze cause and consequence
    - o Take historical perspectives
    - o Understand the *ethical dimension* of interpretations.

- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_philosophy_elab.pdf.

Social Justice 12 (MSJ--12/SJ 12)

Content

- 18 detailed PLOs with two major themes:
    - recognizing and analyzing social injustice, which focuses on knowing about different types of social injustice and their consequences
    - moving to a socially just world, which focuses on methods for promoting solutions for social justice issues
- Requirements include the study of a large number of specific terms related to Social Justice.

Skill Development

- 7 general outcomes built around "defining social justice", including a large number of terms to understand, effective research skills, and attributes and behaviours that promote social justice
- No consistent framework in the curriculum for the development of critical thinking

For detailed information on the Social Justice 12 IRP, please see http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2008socialjustice12.pdf.

Social Justice 12 (MSJ--12/SJ 12)

Content

- 6 learning standards, covering topics such as:
    - interpretations of social justice
    - connections between social justice issue
    - present and past injustices in Canada around the world
- Few requirements to study particular people or events

Curricular Competency Development

- 8 well-developed learning standards built around 6 historical thinking concepts:
    - Establish historical significance
    - Use primary source evidence
    - Identify continuity and change
    - Analyze cause and consequence
    - Take historical perspectives
    - Understand the *ethical dimension* of historical interpretations.
- These 6 historical thinking concepts are developed starting in Kindergarten and growing in sophistication until Grade 12.

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_social-justice_elab.pdf.

Social Studies Course Code Comparison Table

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
BC First Nations Studies 12	MFNS-12	FNS 12	BC First Peoples 12	MBCFP12	BCFP 12
BC First Nations Studies 12	MFNS-12	FNS 12	Contemporary Indigenous Studies 12	MINST12	INST 12
Civics 11	MCIV-11	CIV 11	Political Studies 12	MPLST12	PLST 12
Comparative Civilizations 12	MCCN-12	CCN 12	Comparative Cultures 12	MCMCL12	CMCL 12
Comparative Civilizations 12	MCCN-12	CCN 12	Comparative World Religions 12	MWRL-12	WRL 12
Geography 12	MGEO-12	GEO 12	Human Geography 12	MHGEO12	HGEO 12
Geography 12	MGEO-12	GEO 12	Physical Geography 12	MPGEO12	PGEO 12
Geography 12	MGEO-12	GEO 12	Urban Studies 12	MURST12	RBST 12
History 12	MHI--12	HI 12	20th Century World History 12	MWH--12	WH 12
History 12	MHI--12	HI 12	Asian Studies 12	MASIA12	ASIA 12
History 12	MHI--12	HI 12	Genocide Studies 12	MGENO12	GENO 12
Law 12	MLAW-12	LAW 12	Law Studies 12	MLST-12	LST 12
Social Justice 12	MSJ--12	SJ 12	Social Justice 12	MSJ—12	SJ 12
Social Studies 10	MSS--10	SS 10	Social Studies 10	MSS--10	SS 10
Social Studies 11	MSS--11	SS 11	*Discontinued*		
—			Economic Theory 12	MECT-12	ECT 12
—			Explorations in Social Studies 11	MEPSS11	EPSS 11
—			Francophone History and Culture 11	MFRHI11	FRHI 11
—			Philosophy 12	MPHIL12	PHIL 12

ADDITIONAL OFFERINGS

Old Curriculum	New Curriculum

Old Curriculum

Work Experience 12A (MWEX-2A/WEX 12A)
Work Experience 12B (MWEX-2B/WEX 12B)

Work Experience 12A and Work Experience 12B differ from most courses in that they are primarily designed to take place outside of the school setting.

Content

- 14 detailed PLOs under the following organizers:
  - Workplace health and safety
  - Secure and maintain work
  - Workplace application
  - Education and career planning

Skill Development

- Through work experience, students have the opportunity to observe and practice generic employability skills required in the workplace, as well as technical and applied skills relating to specific occupations or industries.

For detailed information on the Program Guide for Ministry-Authorized Work Experience Courses, please see
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/healthcareer/2014pg_minauthworkexper.pdf.

New Curriculum

Work Experience 12A (MWEX-2A/WEX 12A)
Work Experience 12B (MWEX-2B/WEX 12B)

The Work Experience 12A and 12B curricula are designed to introduce school-aged students to career and work experience placement opportunities. While most of the course time consists of authentic work experience placements, it also includes in-school time spent on workplace orientation, safety instruction, and Ministry curriculum.

Content

- 13 learning standards, covering:
  - workplace safety, including occupational health and safety rights and responsibilities
  - workplace skills, including job search and interview skills, problem-solving and conflict resolution strategies, and interpersonal, self-advocacy, and self-efficacy skills

Curricular Competency Development

- 14 learning standards reflect the cycle of learning a student undertakes before, during, and after a WEX placement, and are based on an inquiry model, and include the following organizers:
  - Connect and wonder
  - Explore and investigate
  - Experience and develop
  - Reflect and refine

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/curriculum/additional-offerings/12A/work-experience
and
https://curriculum.gov.bc.ca/curriculum/additional-offerings/12B/work-experience.

Old Curriculum

Secondary School Apprenticeship 11A (MSSA-1A/SSA 11A)
Secondary School Apprenticeship 11B (MSSA-1A/SSA 11A)

SSA was an educational program jointly supported by the Ministry of Education and the Industry Training Authority (ITA). In the SSA program, students earn credit toward secondary school graduation and begin earning work-based training hours toward provincially and nationally recognized industry training program credentials.

Content

- 14 detailed PLOs under the following organizers:
  - Workplace health and safety
  - Secure and maintain work
  - Workplace application
  - Education and career planning
  - Trade-specific learning

Skill Development

- Educators, in conjunction with employers/sponsors, establish a training plan that articulates the skills and areas of knowledge to be developed, based on the Program Outline for each particular trade.

For detailed information on the Secondary School Apprenticeship Program Guide, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/healthcareer/2014pg_secschapprenticeship.pdf.

New Curriculum

Youth in Trades 11A (MWRK-1A/WRK 11A)
Youth in Trades 11B (MWRK-1B/WRK 11B)

Content

- 13 learning standards, covering:
  - workplace safety, including occupational health and safety rights and responsibilities
  - workplace skills, problem-solving and conflict resolution strategies, interpersonal, self-advocacy, and self-efficacy skills, and apprenticeship pathways and requirements for qualification/certification for chosen trades

Curricular Competency Development

- 11 learning standards reflect the cycle of learning a student undertakes before, during, and after a work placement. They are based on an inquiry model, and include the following organizers:
  - Connect and apply
  - Reflect and refine

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/additional-offerings/11/youth-work-in-trades.

Old Curriculum	New Curriculum

Secondary School Apprenticeship 12A (MSSA-2A/SSA 12A)
Secondary School Apprenticeship 12B (MSSA-2A/SSA 12A)

SSA was an educational program jointly supported by the Ministry of Education and the Industry Training Authority (ITA). In the SSA program, students earn credit toward secondary school graduation and begin earning work-based training hours toward provincially and nationally recognized industry training program credentials.

Content

- 14 detailed PLOs under the following organizers:
    - o Workplace health and safety
    - o Secure and maintain work
    - o Workplace application
    - o Education and career planning
    - o Trade-specific learning

Skill Development

- Educators, in conjunction with employers/sponsors, establish a training plan that articulates the skills and areas of knowledge to be developed, based on the Program Outline for each particular trade.

For detailed information on the Secondary School Apprenticeship Program Guide, please see https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/healthcareer/2014pg_secschapprenticeship.pdf.

Youth in Trades 12A (MWRK-2A/WRK 12A)
Youth in Trades 12B (MWRK-2B/WRK 12B)

Content

- 13 learning standards, covering:
    - o workplace safety, including occupational health and safety rights and responsibilities
    - o workplace skills, problem-solving and conflict resolution strategies, interpersonal, self-advocacy, and self-efficacy skills, and apprenticeship pathways and requirements for qualification/certification for chosen trades

Curricular Competency Development

- 12 learning standards reflect the cycle of learning a student undertakes before, during, and after a work placement. They are based on an inquiry model, and include the following organizers:
    - o Connect and apply
    - o Reflect and refine

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/curriculum/additional-offerings/12/youth-work-in-trades.

Additional Offerings Course Code Comparison Table

Former Course Titles	MyEd BC Code	TRAX Code	New Course Titles	MyEd BC Code	TRAX Code
Secondary School Apprenticeship 11a	MSSA-1A	SSA 11A	Youth Work In Trades 11a	MWRK-1A	WRK 11A
Secondary School Apprenticeship 11b	MSSA-1B	SSA 11B	Youth Work In Trades 11b	MWRK-1B	WRK 11B
Secondary School Apprenticeship 12a	MSSA-2A	SSA 12A	Youth Work In Trades 12a	MWRK-2A	WRK 12A
Secondary School Apprenticeship 12b	MSSA-2B	SSA 12B	Youth Work In Trades 12b	MWRK-2B	WRK 12B
Work Experience 12a	MWEX-2A	WEX 12A	Work Experience 12a	MWEX-2A	WEX 12A
Work Experience 12b	MWEX-2B	WEX 12B	Work Experience 12b	MWEX-2B	WEX 12B