

**Secondary Education in Canada: A Student Transfer Guide**  
**10<sup>th</sup> Edition, 2008–2009**

**British Columbia**

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## **Part 1 – Summary Statement**

### **1. Introduction**

The aim of the British Columbia Kindergarten to Grade 12 education system is to enable all students to graduate with a sound education that is relevant to their lives. The goals set for schools are defined by standards that provide meaningful measures of students' progress. These standards are realistic expectations of what students should know and be able to do as they progress through thirteen years of schooling. The provincial curriculum expresses these standards as expected learning outcomes for each subject or course and grade. These learning outcomes reflect patterns of student development and actual standards of achievement within the province. In the primary years, standards are based on expectations for children in their grade range: Kindergarten to Grade 1 and Grades 2 to 3. In Grades 4 to 12, standards are based on expected learning outcomes for each grade or course.

### **2. Organization of School System**

The education program is divided into three levels: primary (Kindergarten to Grade 3), intermediate (Grades 4 to 9 or 10), and graduation years [Grades 11 to 12 for students on the 1995 graduation program (<http://www.bced.gov.bc.ca/graduation/grad1995.htm>) or Grades 10 to 12 for students on the 2004 graduation program (<http://www.bced.gov.bc.ca/graduation/grad2004.htm>)]<sup>1</sup>.

Each level of the education program has particular emphases that reflect the range of knowledge, skills, and attitudes that students develop during these years. All levels of the program are developed around a common core of learning intended to ensure students learn to read, write, and do basic mathematics, solve problems, and use computer-based technology. These basic skills are emphasized through studies in English language arts, mathematics, science, social studies, fine arts, and applied skills from Kindergarten to Grade 12.

This common core of learning is comprised of provincially prescribed curriculum to ensure all students, not just those planning to go to university, gain the knowledge, problem-solving skills, and communication skills they need to continue learning throughout their lives.

### **3. Explanation of Terms Used**

#### **Integrated Resource Package (IRP)**

The British Columbia Ministry of Education provides curriculum documents in the form of Integrated Resource Packages (IRPs). IRPs include provincially prescribed learning outcomes with support for classroom instruction and assessment. Provincially recommended learning

resources to support the curriculum are contained in Grade Collections for each IRP. Each IRP provides the basic information teachers require to implement curriculum in all subject areas for Kindergarten to Grade 12.

### **Ministry-Authorized Courses**

Chapters 2 and 3 of the *Course Information for the Graduation Program, Grade 10, 11 and 12 Courses* manual (<http://www.bced.gov.bc.ca/graduation/courseinfo/cid.pdf>), lists courses authorized by the Ministry of Education, including both curriculum developed by the ministry and external credentials approved by the ministry. (See External Courses.) The *Course Information* manual includes course titles and codes, grade levels, educational program guides for each course, and the number of credits students can earn for each course.

### **Board/Authority-Authorized Courses**

Board/Authority-Authorized (BAA) courses must be approved by the local board of school trustees or independent school authority, and the course name, grade level, and authorization date must be filed with the Ministry of Education. BAA courses are Grades 10, 11, or 12 courses offered or developed by boards of education or independent school authorities to meet student needs and interests. Unlike locally developed courses, BAA courses may be used to satisfy elective credits for students towards graduation.

### **External Credential Courses**

These courses are organized sets of learning activities offered outside the British Columbia school system and are listed in the manual, *Course Information for the Graduation Program Grades 10, 11 and 12 Courses*. Students receive graduation credit for successfully completing an external course. These courses are of an educational standard deemed equivalent to or exceeding that of ministry-authorized grade 10, 11, or 12 courses.

### **Independent Directed Studies Courses**

These courses are student-initiated and conducted under teacher supervision. Independent Directed Studies (IDS) courses are based on the learning outcomes of ministry-authorized, board/authority-authorized, Grades 10 to 12 courses. An IDS course can be for 1, 2, 3, or 4 credits, where 1 credit represents the value attached to the knowledge, skills, and attitudes most students can acquire in approximately thirty hours of instruction. Although IDS is intended to allow students to pursue curriculum in more detail or to focus on one or more of the learning outcomes of a course that has not been taken, IDS can also be used to recognize learning in courses students do not complete.

## **Post-Secondary Courses**

These courses, offered from qualifying post-secondary institutions in British Columbia, lead to a post-secondary credential. A student presenting a transcript from a recognized institution showing successful completion of a post-secondary course that leads to a credential is entitled to have that course count towards secondary school graduation.

## **British Columbia School Completion Certificate**

The British Columbia School Completion Certificate is awarded to students who meet the goals of their educational program other than graduation. This can include students with Individual Education Plans (IEPs) or students who meet other criteria established by their local school board. The School Completion Certificate is a specifically designed certificate, distinct from the Dogwood Diploma.

The Ministry of Education also provides a transcript showing all credit and locally developed (non-credit) courses completed that also contains a statement indicating that the student has been issued a School Completion Certificate. The Transcript of Grades provides prospective employers and post-secondary institutions with relevant information about student accomplishments. A French version of the British Columbia School Completion Certificate is available upon request.

## **Individual Education Plan**

An Individual Education Plan (IEP) is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, and the services to be provided, and it includes measures for tracking achievement.

## **Locally Developed Courses**

Locally developed courses are Grades 10, 11, or 12 non-credit courses developed by a local board of school trustees. The courses are based on subject matter from a particular field of knowledge and on a skill set selected and organized by a particular school or school district. However, it is required that specific course codes be used as provided in the *Handbook of Procedures for the Graduation Program* for reporting course enrollment and completion, and use of these codes must be approved by the local board of school trustees/authority. Locally developed courses do not count towards elective credits towards graduation.

## **Career Programs**

Career programs are local educational programs, focusing on a career or career sector, that combine related in-school coursework with a work experience component. There are four types of career programs that appear on British Columbia transcripts: Secondary School

Apprenticeship, Co-operative Education, Career Technical Centre programs, and Career Preparation (<http://www.bced.gov.bc.ca/careers/cpschool.htm>).

#### **4. Course Designation**

Courses at the Grades 10 to 12 levels are assigned an official code that includes the course name and grade level. For example, French 11 (FR 11) is the Grade 11 French course. Locally developed courses carry the designation “LD” at the beginning of the title and “X” at the beginning of the code, whereas board/authority-authorized courses begin with a “Y.” External courses use a “U” at the beginning of the code. Independent directed studies courses are coded with the prefix “IDS,” followed by the regular course code for the related ministry-authorized, board/authority-authorized course. Post-secondary courses that count towards graduation use “PSI” at the beginning of the code, and the name of the British Columbia post-secondary institution where the course was completed shows on the transcript.

#### **5. Time Allotments and Course Load**

In Grades 4 to 9, minimum time allotments expressed as percentages of total instructional time are recommended for each required area of study. They suggest the priority the Ministry of Education expects schools to give to each area of study. It is up to each school to design a timetable appropriate for all students. Variation in the recommended times is allowed to address the learning needs of individual students and the particular needs of communities.

#### **6. Curriculum Organization**

Students in the graduation program must complete at least 80 credits of Grades 10 to 12 coursework to satisfy minimum graduation requirements. (See Section 8, Requirements for Graduation, for more detail regarding credit.) The length and scope of courses are reflected in the credit value awarded to them. Courses may have a value of 1, 2, 3, or 4 credits. A 4-credit course is considered to be between one hundred and one hundred twenty hours of instructional time. Most courses are worth 4 credits.

#### **7. Testing and Grading Practices**

For Grades 4 to 12, students receive letter grades describing what they are able to do in relation to prescribed learning outcomes. In Grades 4 to 7, written comments are required in addition to letter grades, but written comments are included only as necessary in Grades 8 to 12. For students in Grades 10 to 12, letter grades are accompanied by per cent marks. The

successful completion of a course numbered 10, 11, or 12 requires a minimum grade of C– or 50 per cent.

The following reporting symbols and per cent marks are used at Grades 10 to 12:

<b>Indicator</b>	<b>Per cent</b>	<b>Meaning</b>
A	86–100	Excellent or outstanding performance
B	73–85	Very good performance
C+	67–72	Good performance
C	60–66	Satisfactory performance
C–	50–59	Minimally acceptable performance
F (Failed)	0–49	The student has not demonstrated the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade.
RM (Requirements Met)	N/A	The student has met the requirements of the course. This indicator applies only to the Graduation Transitions course.
I (In progress or Incomplete)	N/A	The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning outcomes.
SG (Standing Granted)	N/A	Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade.
TS (Transfer Standing)	N/A	The student has completed an equivalent course at an institution other than a school as defined in the British Columbia <i>School Act</i> . There is no final per cent.
W (Withdrawal)	N/A	The student has been granted permission to withdraw from the course or subject.
AEG (Aegrotat Standing)	N/A	The student has been granted exemption from writing a required provincial examination due to unpredictable circumstances. The school mark stands as the final per cent. (for Grade 12 provincially examinable courses only)

## **Transcripts**

### ***Permanent Student Record***

The purpose of the permanent student record is to record the history of a student's education program from Kindergarten through Grade 12. Copies can be requested from the last British Columbia school in which the student was enrolled. The permanent student record must be retained by school districts for fifty-five years after a student has withdrawn or graduated from school.

### ***Transcript of Grades***

Transcripts showing a student's results in Grades 10, 11, and 12 courses are produced centrally by the Ministry of Education. A transcript is the official document that indicates successful completion of Grades 10, 11, and 12 courses, course achievement levels, program participation, and how many graduation requirement credits have been completed. Transcripts only record successfully completed courses. As a result, F (Failed), I (In progress or Incomplete), and W (Withdrawal) are not used on transcripts. If a student has repeated a course, only the highest mark is reported on the transcript.

## **Provincial Examinations**

In order to graduate, students are required to write five course-based provincial examinations (Language Arts 10 and 12, Science 10, Mathematics 10, and Social Studies 11/12). In addition, students have the option of taking examinations related to specific Grade 12 level courses that have an examination associated with them. (Students who take a Language Arts 12 and B.C. First Nations Studies 12 must write the associated examination.) Full credit may be earned for such optional Grade 12 examination courses whether or not the related examination is taken. Grades 10 and 11 examinations count for 20 per cent of the final course mark, and Grade 12 examinations count for 40 per cent (except for the B.C. First Nations Studies 12 examination, which counts for 20 per cent).

## **8. Requirements for Graduation**

Successful completion of a graduation-level educational program is recognized through the awarding of a British Columbia Certificate of Graduation, the Dogwood Diploma. There are two graduation programs leading to a Dogwood Diploma: the 2004 graduation program and the adult graduation program. Students who successfully complete provincial adult graduation requirements are awarded the British Columbia Adult Graduation Diploma, or the Adult Dogwood.

School Completion Certificates, on the other hand, are intended to recognize the accomplishments of students who have succeeded in meeting goals of their educational program other than graduation, and are especially intended to recognize the accomplishments of students with special needs who complete the goals and objectives stated in their Individual Education Plan.

The following information describes the Dogwood Diploma and the requirements for graduation for the 2004 and adult graduation programs.

### **Dogwood Diploma**

The Dogwood Diploma is the British Columbia Certificate of Graduation for the province's graduation programs. A student who meets the applicable graduation requirements (2004 graduation program or adult graduation program) is entitled to receive a Dogwood Diploma (or Adult Dogwood in the adult graduation program).

A French version of the Dogwood Diploma is issued to students who meet requirements for the Programme francophone or French Immersion program.

### ***2004 Graduation Program***

#### *Who Is on the 2004 Graduation Program?*

Students who entered Grade 10 on or after July 1, 2004, are on the 2004 graduation program (<http://www.bced.gov.bc.ca/graduation/>). Students who entered Grade 10 before July 1, 2004, are on the 1995 graduation program. In order to graduate, students must earn a minimum of 80 credits, which includes Required Courses (minimum 48 credits), Elective Credits (minimum 28 credits), and Graduation Transitions<sup>2</sup> (4 credits).

- Elective Credits are additional credits earned by students to support their academic, career, or personal interests.
- Of the 80 credits needed for graduation, at least 16 credits must be at the Grade 12 level, including a Grade 12 language arts course and 12 other credits. These 12 credits may be from Required Courses or Elective Courses.
- Students do not earn credits for locally developed courses in the 2004 graduation program.

## Required Courses

Required Courses	
Subject Area	Minimum Credits
One Language Arts 10	4
One Language Arts 11	4
One Language Arts 12	4
Social Studies 10	4
One Social Studies 11 or 12	4
One Science 10	4
One Science 11 or 12	4
One Mathematics 10	4
One Mathematics 11 or 12	4
Physical Education 10	4
Planning 10	4
One Fine Arts and/or Applied Skills 10, 11, or 12	4
Total	48 credits

See Required Courses for the 2004 Graduation Program for a list of courses satisfying the Required Courses requirement.

## Elective Credits

Students must earn at least 28 elective credits. These credits can be for the following:

Elective Credits	
Additional Grades 10, 11, or 12 Ministry-Authorized Courses	
External Credentials	
Board/Authority-Authorized Courses	
Post-secondary Credits, and/or Independent Directed Studies	
Total	28 credits
Graduation Transitions Students must earn 4 credits for their Graduation Transitions.	4 credits

**Adult Graduation Program**

*Who Is Eligible for the Adult Graduation Program?*

Students nineteen years of age and over, or eighteen and out of school for one continuous year, are eligible to begin the adult graduation program. Adult students must also do a minimum of three courses “as an adult” but may transfer credits for other courses they may have completed as “school-aged” students.

To complete the adult graduation program, adult students must earn at least 20 credits in the secondary system or complete five courses in the post-secondary system. Courses and credits can be counted from the British Columbia school system and/or from a college ABE program. This is a common credential between both secondary and post-secondary systems and is recognized as true secondary school graduation, along with the regular Grade 12 Dogwood.

- Accounting 11 and 12 count as a mathematics requirement on Adult Dogwood only.
- Students working on the Adult Dogwood cannot use board/authority-authorized courses for credit.

<b>British Columbia School System Qualifying Courses (All Ministry-Authorized, 4 Credits)</b>	<b>College or ABE Qualifying Courses</b>
One Language Arts 12	One provincial or post-secondary level English course
One Mathematics 11 or 12	One advanced, provincial, or post-secondary level mathematics course
AND EITHER	
<b>Option 1</b> Three Grade 12, ministry-authorized or external courses (All must be 4-credit courses.)	Three additional courses at the provincial or post-secondary level
OR	
<b>Option 2</b> Social Studies 11 or B.C. First Nations Studies 12; AND Two Grade 12 ministry-authorized courses (Both must be 4-credit courses.)	Advanced Social Sciences; AND Two provincial or post-secondary courses
Total: 20 credits	Total: five courses

## British Columbia School Completion Certificate

The British Columbia School Completion Certificate is awarded to students who meet the goals of their educational program other than graduation. A French version of the British Columbia School Completion Certificate is available upon request. (See Section 10, Other Types of Programs, for more information.)

### Required Courses for the 2004 Graduation Program

The following tables indicate which courses fulfill the Required Courses subject requirements for students on the 2004 graduation program.

Subject Area	Course Code	Course
<b>Language Arts 10</b>  <i>Credit Value: 4</i>	EN 10	English 10
	FRALP 10	Français langue première 10
	UABEE 10	ABE Intermediate English 10

Subject Area	Course Code	Course
<b>Language Arts 11/12</b>  <i>Credit Value: 4</i>	UABEE 11	ABE Advanced English 11
	UABEE 12	ABE Provincial English 12
	COM 11/12	Communications 11/12
	EFP 12	English 12 First Peoples
	EN 11/12	English 11/12
	FRALP 11/12	Français langue première 11/12
	IBENH 11	IB English A1 (HL) 11
	IBENS 11	IB English A1 (SL) 11

Subject Area	Course Code	Course
<b>Social Studies 10</b>  <i>Credit Value: 4</i>	SCH 10	Sciences humaines 10
	SS 10	Social Studies 10

Subject Area	Course Code	Course
<b>Social Studies 11 or 12</b>  <i>Credit Value: 4</i>	UABES 11	ABE Advanced Social Studies 11
	CIV 11	Civic Studies 11
	CIVF 11	Éducation civique 11
	FNS 12	B.C. First Nations Studies 12
	FNSF 12	Études des Premières Nations de la C.-B.

Subject Area	Course Code	Course
		12
	IBGGH 11	IB Geography (HL) 11
	IBGGS 11	IB Geography (SL) 11
	IBHIH 11	IB History (HL) 11
	IBHIS 11	IB History (SL) 11
	SCH 11	Sciences humaines 11
	SS 11	Social Studies 11

Subject Area	Course Code	Course
<b>Mathematics 10</b>	UABEM 10	ABE Intermediate Mathematics 10
<i>Credit Value: 4</i>	AMAF 10	Applications des mathématiques 10
	AMA 10	Applications of Mathematics 10
	EMA 10	Essentials of Mathematics 10
	EMAF 10	Mathématiques de base 10
	MTH 10	Principes de mathématiques 10
	MA 10	Principles of Mathematics 10

Subject Area	Course Code	Course
<b>Mathematics 11 or 12</b>	UABEM 1	ABE Advanced Mathematics 11
<i>Credit Value: 4</i>	UABEM 12	ABE Provincial Mathematics 12
	APCAL 12	AP Calculus AB 12
	APCAL 12A/B	AP Calculus BC 12A or 12B
	APSTA 12	AP Statistics 12
	AMAF 11/12	Application des mathématiques 11 ou 12
	AMA 11/12	Applications of Mathematics 11 or 12
	CALC 12	Calculus 12
	EMA 11/12	Essentials of Mathematics 11 or 12
	EMAF 11/12	Mathématiques de base 11 ou 12
	IBFM 11/12	IB Further Mathematics (SL) 11 or 12
	IBMM 11/12	IB Mathematical Methods (SL) 11 or 12
	IBMS 11/12	IB Mathematical Studies (SL) 11 or 12
	IBMC 11/12A	IB Mathematics (HL) 11 or 12A
	MTH 11/12	Principes de mathématiques 11 ou 12
	MA 11/12	Principles of Mathematics 11 or 12

Subject Area	Course Code	Course
<b>Science 10</b>  <i>Credit Value: 4</i>	UABEG 10	ABE Intermediate General and Applied Science 10
	SC 10	Science 10
	SCF 10	Sciences 10

Subject Area	Course Code	Course
<b>Science 11 or 12</b>  <i>Credit Value: 4</i>	UABEB 11	ABE Advanced Biology 11
	UABEH 11	ABE Advanced Chemistry 11
	UABEG 11	ABE Advanced General and Applied Science 11
	UABEP 11	ABE Advanced Physics 11
	UABEB 12	ABE Provincial Biology 12
	UABEH 12	ABE Provincial Chemistry 12
	UABEG 12	ABE Provincial General and Applied Science 12
	UABEP 12	ABE Provincial Physics 12
	AG 11/12	Agriculture 11 or 12
	APENS 12	AP Environmental Science 12
	APPHC 12	AP Physics C 12
	PHAF 11/12	Applications de la physique 11/12
	PHA 11/12	Applications of Physics 11/12
	BIOSR 11/12	Biologie 11/12
	BI 11/12	Biology 11/12
	CH 11/12	Chemistry 11/12
	CHF 11/12	Chimie 11/12
	ESC 11	Earth Science 11
	FOR 11/12	Forests 11/12
	FORF 11/12	Forêts 11/12
	GEOL 12	Geology 12
	GEOLF 12	Geologie 12
	IBBIH 11/12A	IB Biology (HL) 11/12A
	IBBIS 11/12	IB Biology (SL) 11/12
	IBCHH 11/12A	IB Chemistry (HL) 11/12A
	IBESS 11/12	IB Environmental Systems (SL) 11/12
	IBGCH 11/12	IB General Chemistry (SL) 11/12
	IBPHH 11/12A	IB Physics (HL) 11/12A
	IBPHS 11/12	IB Physics (SL) 11/12

Subject Area	Course Code	Course
	PH 11/12	Physics 11/12
	PHYSF 11/12	Physique 11/12
	SCT 11	Science and Technology 11
	ESCF 11	Science de la Terre 11
	SCTF 11	Science et technologie 11
	SR 11	Sustainable Resources 11
	SRA 12	Sustainable Resources 12: Agriculture
	SRFI 12	Sustainable Resources 12: Fisheries
	SRFO 12	Sustainable Resources 12: Forestry
	SRM 12	Sustainable Resources 12: Mining

Subject Area	Course Code	Course
<b>Fine Arts 10, 11, or 12</b>  <i>Credit Value: 4 (except where noted)</i>	UDPJ 10/11/12A/B	ADAPT: Jazz 10/11/12A/B
	UDPT 10/11/12A/B	ADAPT: Tap 10/11/12A/B
	UAMD 10/11/12A/B	AIDT: Modern Dance 10/11/12A/B
	UATT 10/11/12	AIDT: Tap Dance 10/11/12
	AP2DP 12	AP 2-D Design Portfolio 12
	AP3DP 12	AP 3-D Design Portfolio 12
	APMU 12	AP Music Theory 12
	APAR 12	AP History of Art 12
	APSAD 12	AP Studio Art: Drawing 12
	APSAG 12	AP Studio Art: General 12
	DRGF 10	Art dramatique 10: Cours général (2/4)
	DRRF 10	Art dramatique: Interprétation théâtrale (2/4)
	DRDF 10	Art dramatique: Production théâtrale (2/4)
	DFTF 11/12	Art dramatique: Cinéma et télévision 11/12
	AF 11/12	Art Foundations 11/12
	VAMF 10	Arts visuels 10: Arts médiatiques (2/4)
	VACF 10	Arts visuels 10: Céramique et sculpture (2/4)
	VAGF 10	Arts visuels 10: Cours général (2/4)
	VADF 10	Arts visuels 10: Dessin et peinture (2/4)
	VAMTF 11/12	Arts visuels: Arts médiatiques 11/12
	SACSF 11/12	Arts visuels en atelier 11/12: Céramique et sculpture
	SADPF 11/12	Arts visuels en atelier 11/12: Dessin et peinture
	SAPGF 11/12	Arts visuels en atelier 11/12: Gravure et

Subject Area	Course Code	Course
		graphisme
	SAFFF 11/12	Arts visuels en atelier 11/12: Textiles et fibres
	UABM 10/11/12	Associated Board of the Royal Schools of Music 10/11/12
	UBCCM 10/11/12	BC Conservatory of Music 10/11/12
	FNAF 11/11A/B	Beaux-Arts 11/11A/B (2)
	UCAB 10/11/12	CDTA: Ballet 10/11/12
	UCAJ 10/11/12A/B	CDTA: Jazz 10/11/12A/B
	UCAT 10/11/12A/B	CDTA: Tap 10/11/12A/B
	ULAC 10 /11/12	Chinese dance Syllabus (Lorita Leung Dance Association) 10/11/12
	CMCC 11/12	Choral Music 11/12: Concert Choir
	CMJV 11/12	Choral Music 11/12: Vocal Jazz
	UMWB 10A/B/C, 11A/B/C(2), 12A/B/C(2)	Conservatory Canada 10A/B/C(2), 11A/B/C(2), 12A/B/C(2)
	DNC 10	Dance 10: Choreography (2/4)
	DNG 10	Dance 10: General (2/4)
	DNP 10	Dance 10: Performance (2/4)
	DNC 11/12	Dance: Choreography 11/12
	DNCF 10	Danse 10: Chorégraphie (2/4)
	DNGF 10	Danse 10: Cours général (2/4)
	DNPF 10	Danse 10: Interprétation (2/4)
	DNCF 11/12	Danse: Chorégraphie 11/12
	DNP 11/12	Dance: Performance 11/12
	DNPF 11/12	Danse: Interprétation 11/12
	DRG 10	Drama 10: General (2/4)
	DRR 10	Drama 10: Theatre Performance (2/4)
	DRD 10	Drama 10: Theatre Production (2/4)
	DFT 11/12	Drama: Film and Television 11/12
	FNA 11/11A/B	Beaux-Arts 11/11A/B (2)
	AFF 11/12	Fondements de l'art 11/12
	UHLD 11/12	Highland Dancing 11/12
	IBAHS 11/12	IB Art History (SL) 11/12
	IBARH 11/12 A/B	IB Art/Visual Arts (HL) 11/12 A/B
	IBARS 11/12	IB Art/Design (SL) 11/12
	IBF 11/12	IB Film (SL) 11/12
	IBTAH 11/12A	IB Theatre Arts (HL) 11/12A
	IBTAS 11/12	IB Theatre Arts (SL) 11/12

Subject Area	Course Code	Course
	IBMCH 11/12A	IB Music (HL) 11/12A
	IBMCS 11/12	IB Music (SL) 11/12
	UIOP 11/12	Piping and Drumming Qualification Board: Piping 11/12
	IMCB 11/12	Instrumental Music 11/12: Concert Band
	IMG 11/12	Instrumental Music 11/12: Guitar
	IMJB 11/12	Instrumental Music 11/12: Jazz Band
	IMOS 11/12	Instrumental Music 11/12: Orchestral
	TPAF 11/12	Interprétation théâtrale 11/12 jeu dramatique
	TPDSF 11/12	Interprétation théâtrale 11/12 mise en scène et scénarisation
	UIDC 10/11/12A/B	ISTD: Cecchetti 10/11/12A/B
	UIDB 11/12A/B	ISTD: Imperial Ballet 11/12A(2)/B
	UIDMT 10/11/12	ISTD: Modern Theatre Dance 10/11/12
	ULMSD 11	LCM: Speech and Drama 11 (2)
	ULMA 11	LCM: Acting 11 (2)
	ULMD 11	LCM: Duologue 11 (2)
	ULMMT 11	LCM: Music Theatre (2)
	ULCM 10/11/12	London College of Music 10/11/12
	MCB 10	Music 10: Concert Band (2/4)
	MCC 10	Music 10: Concert Choir (2/4)
	MG 10	Music 10: General (2/4)
	MGR 10	Music 10: Guitar (2/4)
	MJB 10	Music 10: Jazz Band (2/4)
	MOS 10	Music 10: Orchestral Strings (2/4)
	MVJ 10	Music 10: Vocal Jazz (2/4)
	MCT 11/12	Music: Composition & Technology 11/12
	MCCF 10	Musique 10: Chorale de concert (2/4)
	MVJF 10	Musique 10: Chorale de jazz (2/4)
	MGF 10	Musique 10: Cours général (2/4)
	MGRF 10	Musique 10: Guitare (2/4)
	MOSF 10	Musique 10: Orchestre à cordes (2/4)
	MCBF 10	Musique 10: Orchestre d'harmonie (2/4)
	MJBF 10	Musique 10: Orchestre de jazz (2/4)
	CMCCF 11/12	Musique chorale 11/12: Choeur de concert
	CMJVJF 11/12	Musique chorale 11/12: Jazz vocal
	MCTF 11/12	Musique: Composition et technologie 11/12
	IMJBF 11/12	Musique instrumentale: Ensemble de jazz

Subject Area	Course Code	Course
		11/12
	IMGF 11/12	Musique instrumentale: Guitare 11/12
	IMOSF 11/12	Musique instrumentale: Orchestre à cordes 11/12
	IMCBF 11/12	Musique instrumentale: Orchestre d'harmonie 11/12
	UNAT 10	NADT: Tap 10
	TPRF 11	Production théâtrale 11
	TPRMF 12	Production théâtrale 12: Gestion théâtrale
	TPRTF 12	Production théâtrale 12: Technique théâtrale
	URMSD 10/11/12	RCM: Speech Arts and Drama 10/11/12
	URAD 10/11/12A/B	Royal Academy of Dance 10/11/12A/B
	UMRC 10/11/12	Royal Conservatory Music 10/11/12
	SACS 11/12	Studio Arts 11/12: Ceramics and Sculpture
	SADP 11/12	Studio Arts 11/12: Drawing and Painting
	SAFF 11/12	Studio Arts 11/12: Fabric and Fibre
	SAPG 11/12	Studio Arts 11/12: Printmaking and Graphic Design
	TPA 11/12	Theatre Performance 11/12: Acting
	TPDS 11/12	Theatre Performance 11/12: Directing and Script Development
	TPR 11	Theatre Production 11
	TPRT 12	Theatre Production 12: Technical Theatre
	TPRM 12	Theatre Production 12: Theatre Management
	UTCD 10/11/12	TrinityGuildhall: Drama 10/11/12
	UTCEC 10/11/12	TrinityGuildhall: Communications 10/11/12 (2)
	UTCM 10/11/12	Trinity Guildhall: Music 10/11/12
	UTCMT 10/11/12	Trinity College: Musical Theatre 10/11/12
	UTCPA 10/11/12	Trinity Guildhall: Performance Arts 10/11/12
	UTCSD 10/11/12	Trinity Guildhall: Speech and Drama 10/11/12
	UMVC 10/11/12	Victoria Conservatory Music 10/11/12
	VAC 10	Visual Arts 10: Ceramics and Sculpture (2/4)
	VAD 10	Visual Arts 10: Drawing and Painting (2/4)
	VAG 10	Visual Arts 10: General (2/4)

Subject Area	Course Code	Course
	VAM 10	Visual Arts 10: Media Arts (2/4)
	VAMT 11/12	Visual Arts: Media Arts 11/12

Subject Area	Course Code	Course
<b>Applied Skills 10, 11, or 12</b>  <i>Credit Value: 4 (except where noted)</i>	UX4H 11/12	4-H 11/12
	UABEA 11	ABE Advanced Accounting 11
	UABEC 11	ABE Advanced Computer Studies 11
	UABEC 12	ABE Provincial Computer Studies 12
	AC 11	Accounting 11
	ACC 12	Accounting 12
	UAWPM 12	Advanced Wood Products Manufacturing: Woodlinks 12
	APCSC 12	AP Computer Science AB 12
	APCSC 12A	AP Computer Science A 12
	BCAF 11	Applications informatiques de gestion 11
	ASK 11/11A/B	Applied Skills 11/11A/B (2)
	AST 12A/B/C/D	Auto Service Technician Level One 12A/B/C/D
	AT 11/12	Automotive Technology 11/12
	ATD 12	Automotive Technology 12: Engine and Drive Train
	ATE 12	Automotive Technology 12: Automotive Electricity and Electronics
	ATB 12	Automotive Technology 12: Body Repair and Finish
	UBMQ 11	Basic Military Qualifications 11
	UBTG 11A/B	Boating 11A (2)/B
	UBEP 11	Bold Eagle Program 11
	BCA 11	Business Computer Applications 11
	BEC 10	Business Education 10: Business Communications (2/4)
	BEE 10	Business Education 10: Entrepreneurship (2/4)
	BEF 10	Business Education 10: Finance and Economics (2/4)
	BEG 10	Business Education 10: General (2/4)
	BEM 10	Business Education 10: Marketing (2/4)
	BIM 12	Business Information Management 12
	CAFT 11/12	Cafeteria Training 11/12

Subject Area	Course Code	Course
	UCPC 11/12	Canadian Pony Club 11/12
	URCFA 11	Canadian Red Cross First Aid Instructor 11 (2)
	URCWS 11	Canadian Red Cross Water Safety Instructor 11 (2)
	CARP 12A/B/C	Carpentry Level One 12A/B/C
	CJ 11/12	Carpentry and Joinery 11/12
	CJR 12	Carpentry and Joinery 12: Residential Construction
	CJC 12	Carpentry and Joinery 12: Cabinet Construction
	CJF 12	Carpentry and Joinery 12: Furniture Construction
	CJW 12	Carpentry and Joinery 12: CNC Wood Processes
	CJP 12	Carpentry and Joinery 12: Woodcraft Products
	ICTCF 11/12	Communication numérique appliquée 11/12
	ASKF 11/11A/B	Compétences pratiques 11/11A//B
	COP 11/12	Comptabilité 11/12
	FAF 12	Comptabilité financière 12
	UCSA 10/11/12	Computer Certification 10/11/12
	IDF 11/12	Conception industrielle 11/12
	CKT 11A/B/C, 12A/B/C	Cook Training 11A/B/C or 12A/B/C
	ICTXF 11/12	Cours modulaire exploratoire 11/12
	DM 12	Data Management 12
	ICTMF 11/12	Développement de médias numériques 11/12
	DD11/12	Drafting and Design 11/12
	DDE 12	Drafting and Design 12: Engineering and Mechanical Drafting
	DDA 12	Drafting and Design 12: Advanced Design
	DDT 12	Drafting and Design 12: Technical Visualization
	DDH 12	Drafting and Design 12: Architecture and Habitat Design
	EC 12	Economics 12
	ECF 12	Économie 12
	HEFF 10	Économie domestique 10:

Subject Area	Course Code	Course
		Alimentation/Économie domestique 10: Alimentation et Nutrition (2/4)
	HEGF 10	Économie domestique 10: Cours général (2/4)
	HESF 10	Économie domestique 10: Étude de la famille (2/4)
	HETF 10	Économie domestique 10: Textiles (2/4)
	BECF 10	Éducation aux affaires 10: Communications d'affaires (2/4)
	BEGF 10	Éducation aux affaires 10: Cours général (2/4)
	BEEF 10	Éducation aux affaires 10: Entrepreneuriat (2/4)
	BEFF 10	Éducation aux affaires 10: Finance et économie (2/4)
	BEMF 10	Éducation aux affaires 10: Marketing (2/4)
	EL 11/12	Electronics 11/12
	ELAS 12	Electronics 12: Analog Systems
	ELDS 12	Electronics 12: Digital Systems
	ELR 12	Electronics 12: Robotics
	ENT 12	Entrepreneurship 12
	ENTF 12	Entrepreneuriat 12
	FAMF 10/11/12	Étude de la famille 10/11/12
	FDSF 10/11/12	Étude des aliments 10/11/12
	TEXF 10/11/12	Étude des textiles 10/11/12
	FM 10/11/12	Family Studies 10/11/12
	FA 12	Financial Accounting 12
	FNASK 11	Fine Arts and Applied Skills 11
	UXFA 11/12	First Aid 11/12 (2)
	UBFL 11/12	Fitness Leader 11/12
	FDS 10/11/12	Food Studies 10/11/12
	FDN 10/11/12	Foods and Nutrition 10/11/12
	CAFTF 11/12	Formation en restauration 11/12
	FPC 11A/B/C 12A/B/C	Formation professionnelle des cuisiniers Niveau Un 11A/B/C, 12A/B/C
	TEDF 10	Formation technologique 10: Conception industrielle (2/4)
	TEGF 10	Formation technologique 10: Cours général (2/4)
	TEEF 10	Formation technologique 10: Électronique

Subject Area	Course Code	Course
		(2/4)
	TECF 10	Formation technologique 10: Mécanique (2/4)
	TEMF 10	Formation technologique 10: Travail des métaux (2/4)
	TEWF 10	Formation technologique 10: Travail du bois (2/4)
	BIMF 12	Gestion de l'information d'entreprise 12
	DMF 12	Gestion des données 12
	UGSR 11	Ground Search and Rescue (Provincial Emergency Program) 11 (2)
	HES 10	Home Economics 10: Family Studies (2/4)
	HEF 10	Home Economics 10: Foods (2/4)
	HEG 10	Home Economics 10: General (2/4)
	HET 10	Home Economics 10: Textiles (2/4)
	HS 11A/B/C, 12A/B/C	Human Services 11A/B/C, 12A/B/C
	IBBOH 11/12A	IB Business and Management (HL) 11/12A
	IBBOS 11/12	IB Business and Management (SL) 11/12
	IBCSH 11/12A/B	IB Computer Science (HL) 11/12A/B (2)
	IBCSS 11/12	IB Computer Science (SL) 11/12
	IBDT 11/12	IB Design Technology (SL) 11/12
	IBITS 11/12	IB Information Technology in a Global Society (SL) 11/12
	ICTC 11/12	ICT: Applied Digital Communications 11/12
	ICTS 11/12	ICT: Computer Information Systems 11/12
	ICTP 11/12	ICT: Computer Programming 11/12
	ICTM 11/12	ICT: Digital Media Development 11/12
	ICTX 11/12	ICT: Modular Survey Course 11/12
	ID 11/12	Industrial Design 11/12
	INT 10/11/12	Information Technology 10(2/4)/11/12
	MIF 12	Innovation en gestion 12
	UIWPM 12	Introductory Wood Products Manufacturing: Woodlinks 12
	MI 12	Management Innovation 12
	MK 11/12	Marketing 11/12
	MKF 12	Marketing 12
	UXFD 12	Medic First Aid 12 (2)
	MFM 11/12	Metal Fabrication and Machining 11/12
	MFMF 12	Metal Fabrication and Machining 12:

Subject Area	Course Code	Course
		Advanced Fabrication
	MFMM 12	Metal Fabrication and Machining 12: Advanced Machining
	MFMW 12	Metal Fabrication and Machining 12: Advanced Welding
	MFMJ 12	Metal Fabrication and Machining 12: Art Metal and Jewellery
	MFMC 12	Metal Fabrication and Machining 12: CNC Processes
	MFMY 12	Metal Fabrication and Machining 12: Forging and Foundry
	MFMS 12	Metal Fabrication and Machining 12: Sheet Metal
	UOCT 11A/11B/11C	Occupational Certification: Tourism 11A/B/C
	UOB 11	Outward Bound 11
	ICTPF 11/12	Programmation par ordinateur 11/12
	URP 11	Raven Programme 11
	ICTSF 11/12	Systèmes informatiques 11/12
	INTF 10	Technologie de l'information 10
	TED 10	Technology Education 10: Drafting and Design (2/4)
	TEE 10	Technology Education 10: Electronics (2/4)
	TEG 10	Technology Education 10: Mechanics (2/4)
	TEC 10	Technology Education 10: Mechanics (2/4)
	TEM 10	Technology Education 10: Metalwork (2/4)
	TEW 10	Technology Education 10: Woodwork (2/4)
	TEX 10/11/12	Textile Studies 10/11/12
	TXT 10/11/12	Textiles 10/11/12
	TRM 11/12	Tourism 11/12
	TRMF 11/12	Tourisme 11/12
	WELD 11A/B/C, 12A/B/C	Welding 11A/B/C, 12A/B/C

Subject Area	Course Code	Course
<b>Physical Education 10</b>	EPH 10	Éducation physique 10
	PE 10	Physical Education 10
<i>Credit Value: 4</i>		

Subject Area	Course Code	Course
Planning 10 <i>Credit Value: 4</i>	PLANF 10	Planification 10
	PLAN 10	Planning 10

Subject Area	Course Code	Course
Graduation Transitions <i>Credit Value: 4</i>	GTF	Transition vers l'après-secondaire
	GT	Graduation Transitions

## 9. Prerequisites and/or Co-requisites

There are no ministry prerequisites for senior secondary courses; however, students are usually expected to complete the lower-level course before enrolling in the next level. Schools, in consultation with parents and students, make appropriate placement decisions.

## 10. Other Types of Programs

### Career Programs

Career programs are local educational programs, focusing on a career or career sector, that combine related in-school coursework with a work experience component. There are four types of career programs that appear on British Columbia transcripts: Secondary School Apprenticeship, Co-operative Education, Career Technical Centre programs, and Career Preparation. types (<http://www.bced.gov.bc.ca/careers/cpschool.htm>).

### British Columbia School Completion Certificate

The British Columbia School Completion Certificate is awarded to students who meet the goals of their educational program other than graduation. This can include students with Individual Education Plans or students who meet other criteria established by their local school board. The School Completion Certificate is a specifically designed certificate, distinct from the Dogwood Diploma.

The Ministry of Education provides a transcript showing all credit and locally developed (non-credit) courses completed that also contains a statement indicating the student has been issued a School Completion Certificate. The Transcript of Grades provides prospective employers and post-secondary institutions with relevant information about student accomplishments. A French version of the British Columbia School Completion Certificate is available upon request.

## **11. Assessment of Out-of-Province and/or Foreign Studies**

Decisions regarding the assessment and placement of out-of-province and foreign students are made within each school district. Most often, school placement recommendations are made by a district or school administrator. If additional information is needed, the International Credential Evaluation Service (ICES) can be contacted. ICES was established as a national service evaluating international education credentials and is operated by the British Columbia Institute of Technology.

Further information about ICES: <http://www.bcit.ca/ices>

Ministry of Education: <http://www.gov.bc.ca/bced/>

*Course Information for the Graduation Program:*  
<http://www.bced.gov.bc.ca/graduation/courseinfo/>

*Handbook of Procedures for the Graduation Program:*  
<http://www.bced.gov.bc.ca/exams/handbook/>

## **Part 2 – Summary of Course Content**

### **12. English (First Language)**

#### **Required Courses**

*English Language Arts, Grades 8 to 12*

The English Language Arts curriculum for Grades 8 to 12 provides students with opportunities to experience the power of language by dealing with a range of texts and with the full range of contexts and purposes associated with the use of language. This curriculum acknowledges that students learn and develop at different rates and that the time frame for literacy development will vary. The aim of English language arts in these grades is to provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing to make meaning of the world and to prepare them to participate effectively in all aspects of society. The overarching goals are for students to comprehend and respond to oral and written language critically, creatively, and articulately; to communicate ideas, information, and feelings critically, creatively, and articulately using various media; to think critically and creatively and to reflect on and articulate their thinking and learning; and to develop a continuously increasing understanding of self and others. As students progress

through the grade levels, the communication processes and materials used become more complex, and students are expected to produce increasingly sophisticated work.

### *English 12 First Peoples*

English 12 First Peoples is one of three provincial courses available for students to satisfy the Grade 12 English language arts graduation program requirement. The course, which is designed to the same standards as English Language Arts 12, is intended for both Aboriginal and non-Aboriginal teachers and students. It represents an invitation to all learners to explore and discover First Peoples' world views through the study of literacy and informational text with local, Canadian, and international First Peoples' content.

### *Communications 11 and 12*

The Communications 11 and 12 curriculum is designed for students who do not plan to pursue academic studies beyond Grade 12. The focus of this curriculum is to strengthen students' basic skills in comprehending and producing language so they are able to use language competently to understand and respond to communications in spoken, written, and visual forms. In these courses, students learn to use language appropriate to the situation, audience, and purpose in their lives and in the workplace. Students also explore Canadian and world literature as a way of understanding their literary and multicultural heritage.

## **Elective Courses**

### *English Literature 12*

The English Literature 12 curriculum provides a representative chronological survey of English literature from the Anglo-Saxon era to the present. The course encompasses a range of voices, including writing by men and women from various social classes and ethnic backgrounds. In addition to works originally written in English, the course includes translated literature from the classical and medieval periods. The curriculum emphasizes students' development of intellectual, aesthetic, and affective responses to text.

### *Technical and Professional Communications 12*

In Technical and Professional Communications 12, students use collaborative processes similar to those employed in the workplace to address real or simulated communications challenges related to technical and professional issues. The outcomes require students to use a variety of traditional and current technologies to facilitate and enhance their work.

## *Writing 12*

The curriculum for Writing 12 is found in the *Writing 11 Curriculum Guide (1981)* and provides extended opportunities for students to practise and refine their writing skills. The curriculum includes two options: Creative Writing and Journalism/Media. The Creative Writing option encourages students to study and write in traditional and experimental forms of story, poetry, and other types of descriptive and narrative writing.

## **13. French (First Language)**

### **Required Courses**

#### *Français langue première, 8–12*

The IRP for Français langue première, 8–12 is designed as a first-language program for francophone students qualifying under Section 23 of the *Canadian Charter of Rights and Freedoms*. It aims to develop and maintain a sense of cultural identity in francophone students. The learning outcomes are grouped into three main organizers:

- culture – allows students to develop an appreciation of their culture and to contribute to building a francophone community
- self and society – allows students to develop confidence, to think creatively and critically, and to use language to work with others
- communication – allows students to interact, to comprehend, and to respond to literary and informational communications, as well as to communicate ideas and information

The IRP sets curriculum standards that, to some extent, match those set by the Western and Northern Canadian Protocol in its *Common Curriculum Framework of Learning Outcomes for Français langue première, 8–12*.

## **14. English (Second/Additional Language)**

The Ministry of Education provides English as a Second Language (ESL) supplementary funding to school districts that report eligible students needing English-language development support. Funding is available for up to five, not necessarily consecutive, years in Kindergarten to Grade 12. School districts may also offer board/authority-authorized (BAA) courses designed to address English-language development. Up to 12 elective credits of BAA ESL 10, 11, and 12 courses may be earned towards graduation.

## 15. French (Second/Additional Language)

### Core French

The study of a second language is required in Grade 8 as part of the Grades 5 to 8 Language Education Policy mandate. In Grades 9 to 12, the study of a second language is optional. Core French is a program designed to enable non-French-speaking students to begin to understand and communicate in French, as well as to experience authentic French creative works and francophone cultures. The prescribed learning outcomes are grouped into four organizers:

- communicating
- acquiring information
- experiencing creative works
- understanding cultural influences

The IRP prescribes learning outcomes for each grade level (5 to 12) that reflect the fields of experience and experiential goals stated in the National Core French Study.

**Note:** Students enrolled in French First Language schools may be eligible for French as a Second Language (FSL) supplementary funding. Funding is available for up to five, not necessarily consecutive, years in Kindergarten to Grade 12.

## 16. French (Immersion) – Français langue seconde-immersion

### Elective Courses

The French Immersion program is an intensive second-language program designed to produce functionally bilingual students by using French as the language of instruction. The learning outcomes of the language arts IRPs are grouped into three main organizers:

- communications – allows students to interact, to comprehend, and to respond to literary and informational communications, as well as to communicate ideas and information
- culture – allows students to value their own and other cultures, including cultures of the French-speaking world
- self and society – allows students to develop confidence, to think creatively and critically, and to use language to work with others

The secondary IRPs set curriculum standards that, to some extent, match those set by the Western and Northern Canadian Protocol in its *Common Curriculum Framework of Learning Outcomes for Français langue seconde-immersion, 8–12*.

## **17. Mathematics**

### **Grade 9**

#### *Mathematics 9*

Valid until September 2010

Thirty-seven prescribed learning outcomes are considered within four organizers and nine sub-organizers that include *problem solving*, *number* (number concepts), *number* (number operations), *patterns and relations* (patterns), *patterns and relations* (variables and equations), *shape and space* (measurement), *shape and space* (3-D objects and 2-D shapes), *probability and statistics* (data analysis), and *probability and statistics* (chance and uncertainty).

**Note:** Starting September 2009, the Western and Northern Canadian Protocol Common Curriculum Framework for K–9 Mathematics will be optionally implemented with full implementation in September 2010.

Twenty-two prescribed learning outcomes are considered within four organizers and eight sub-organizers that include *number*, *patterns and relations* (patterns), *patterns and relations* (variables and equations), *shape and space* (measurement), *shape and space* (3-D objects and 2-D shapes), *shape and space* (transformations), *statistics and probability* (data analysis), and *statistics and probability* (chance and uncertainty).

### **Grades 10 to 12**

Valid until September 2010

#### ***Applications of Mathematics Pathway***

This pathway is designed to prepare students for entrance into some university degree, certificate, diploma, continuing education, trades, or technical programs, none of which require calculus.

#### *Applications of Mathematics 10*

Twenty-six prescribed learning outcomes are considered within four organizers and five sub-organizers that include *number*, *patterns and relations* (relations and functions), *shape and space* (measurement), *shape and space* (3-D objects and 2-D shapes), and *statistics and probability* (data analysis).

### *Applications of Mathematics 11*

Nineteen prescribed learning outcomes are considered within four organizers and five sub-organizers that include *number, patterns and relations* (variables and equations), *patterns and relations* (relations and functions), *shape and space* (measurement), and *statistics and probability* (data analysis).

### *Applications of Mathematics 12*

Twenty-one prescribed learning outcomes are considered within four organizers and five sub-organizers that include *number, patterns and relations* (patterns), *shape and space* (measurement), *shape and space* (3-D objects and 2-D shapes), and *statistics and probability* (chance and uncertainty).

### ***Essentials of Mathematics Pathway***

This pathway is designed to provide students with the skills necessary to become informed citizens, to become confident in using mathematics in the workplace, and to prepare them for a limited number of vocational and trades programs.

### *Essentials of Mathematics 10*

Thirty-four prescribed learning outcomes are considered within four organizers and seven sub-organizers that include *number* (spreadsheets), *number* (personal banking), *number* (wages, salaries, and expenses), *patterns and relations* (rate, ratio, and proportion), *space and shape* (trigonometry), *space and shape* (geometry project), and *statistics and probability* (probability and sampling).

### *Essentials of Mathematics 11*

Sixteen prescribed learning outcomes are considered within four organizers and seven sub-organizers that include *number* (income and debt), *number* (personal income tax), *number* (owning and operating a vehicle), *number* (business plan), *patterns and relations* (relations and formulas), *shape and space* (measurement technology), and *statistics and probability* (data analysis and interpretation).

### *Essentials of Mathematics 12*

Twenty-one prescribed learning outcomes are considered within three organizers and five sub-organizers that include *number* (personal finance), *number* (investments), *number* (government finances), *patterns and relations* (variation and formulas), and *shape and space* (design and measurement).

## ***Principles of Mathematics Pathway***

This pathway is designed for students who intend to pursue a career in mathematics or engineering or who wish to explore the theoretical, abstract side of mathematics.

### *Principles of Mathematics 10*

Thirty prescribed learning outcomes are considered within six sub-organizers that include *number, patterns and relations* (patterns), *patterns and relations* (variables and equations), *patterns and relations* (relations and functions), *shape and space* (measurement), and *shape and space* (3-D objects and 2-D shapes).

### *Principles of Mathematics 11*

Twenty prescribed learning outcomes are considered within two organizers and three sub-organizers that include *patterns and relations* (variables and equations), *patterns and relations* (relations and functions), and *shape and space* (3-D objects and 2-D shapes).

### *Principles of Mathematics 12*

Thirty-four prescribed learning outcomes are considered within three organizers and seven sub-organizers that include *patterns and relations* (patterns), *patterns and relations* (variables and equations), *patterns and relations* (relations and functions), *shape and space* (3-D objects and 2-D shapes), *shape and space* (transformations), and *statistics and probability* (chance and uncertainty).

### *Calculus 12*

Principles of Mathematics 12 can lead into Calculus 12 that prepares students to take calculus at a post-secondary level and to write the University Challenge Examination.

Sixty-three prescribed learning outcomes are considered within nine sub-organizers that include *problem solving; overview of calculus; functions, graphs and limits* (functions and their graphs [limits]); *the derivative* (concepts and interpretations); *the derivative* (computing derivatives); *applications of derivatives* (derivatives and the graphs of the function); *applications of derivatives* (applied problems); *anti-differentiation* (recovering functions and their derivatives); and *anti-differentiation* (applications of anti-differentiation).

**Note:** Starting in September 2010, Applications of Mathematics, Essentials of Mathematics, and Principles of Mathematics will be de-listed as provincial curriculum. Starting in September 2010, students will have opportunities to complete courses in Apprenticeship and Workplace Mathematics 10 to 12, Foundations of Mathematics and Pre-calculus 10, Foundations of Mathematics 11 and 12, and Pre-calculus 11 and 12.

### ***Apprenticeship and Workplace Mathematics***

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the workforce. Topics include algebra, geometry, measurement, number, and statistics and probability.

### ***Foundations of Mathematics***

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, and statistics and probability.

### ***Pre-calculus***

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and number, measurement, relations and functions, trigonometry, and permutations, combinations and binomial theorem.

## **18. Science**

### ***Grades 9 and 10***

#### *Science 9*

Lab-/Activity-oriented. Twenty-three prescribed learning outcomes are presented under four organizers and five sub-organizers coinciding with the Pan-Canadian Framework of Science Learning Outcomes: *process of science*, *life science* (reproduction), *physical science* (atoms, elements, and compounds), *physical science* (characteristics of electricity), and *earth and space science* (space exploration).

#### *Science 10*

Lab-/Activity-oriented. Twenty-three prescribed learning outcomes are presented under four organizers and six sub-organizers coinciding with the Pan-Canadian Framework of Science Learning Outcomes: *process of science*, *life science* (sustainability of ecosystems), *physical science* (chemical reactions and radioactivity), *physical science* (motion), *earth and space science* (energy transfer in natural systems), and *earth and space science* (plate tectonics).

## **Grades 11 or 12**

### *Biology 11*

Lab-oriented. The course is organized under three themes: unity and diversity, evolution, and ecological relationships. Seventeen prescribed learning outcomes are grouped under seven organizers and nine sub-organizers: *processes of science, taxonomy, evolution, ecology, microbiology (viruses), microbiology (kingdom Monera), plant biology, and animal biology.*

### *Chemistry 11*

Lab-oriented. Thirty-six prescribed learning outcomes are presented under seven organizers: *skills and processes of chemistry, the nature of matter, mole concept, chemical reactions, atomic theory, solution chemistry, and organic chemistry.*

### *Physics 11*

Lab-oriented. Eighteen prescribed learning outcomes are organized under nine organizers: skills, methods and nature of physics, wave motion and geometrical optics, kinematics, forces, Newton's Laws, momentum, energy, special relativity and nuclear fission and fusion.

### *Earth Science 11*

Lab-oriented. Sixteen prescribed learning outcomes are presented under six organizers: *introduction to earth and space science, astronomy, earth materials (rocks and minerals), geological time, internal processes and plate tectonic theory, and surface processes and the hydrosphere.*

### *Forests 11*

Lab-/Activity-oriented. Prescribed learning outcomes are grouped under nine organizers: *forests and society, forest ecology, plants, trees, animals, measurement, forest resources, land-use planning, and forest management.*

**Note:** This course will be superseded by Sustainable Resources 11 in September 2009.

### *Sustainable Resources 11*

Sustainable Resources 11 is a survey course structured on six topic-based curriculum organizers: agriculture, fisheries, forestry, mining, energy, and career opportunities. Each resource organizer was selected because of its importance to the economy and to society in British Columbia.

### *Science and Technology 11*

Issues-oriented. Prescribed learning outcomes are grouped under two modules (science module and technology module) with a total of ten organizers. Students are required to take a minimum of two organizers from each of the modules. The organizers include *science* (agriculture), *science* (applied chemistry), *science* (forensics), *science* (health), *science* (natural resources and the environment), *technology* (computers and communication), *technology* (home and technology), *technology* (personal technologies), *technology* (space exploration), and *technology* (transportation).

### *Applications of Physics 11*

Applications-oriented with an emphasis on relevancy and everyday relationships. Thirty-five prescribed learning outcomes are grouped under four organizers and ten sub-organizers: *mechanical systems* (force), *mechanical systems* (energy), *mechanical systems* (energy), *fluid systems* (pressure), *fluid systems* (rate), *fluid systems* (energy), *thermal systems* (temperature), *thermal systems* (rate and resistance), *electrical systems* (fundamentals), and *electrical systems* (circuits).

### *Biology 12*

Lab-oriented. Twenty-nine prescribed learning outcomes are grouped under three organizers and thirteen sub-organizers: *processes of science*, *cell biology* (cell structure), *cell biology* (cell compounds and biological molecules), *cell biology* (DNA replication), *cell biology* (protein synthesis), *cell biology* (transport across cell membrane), *cell biology* (enzymes), human biology (digestive system), *human biology* (circulatory system), *human biology* (respiratory system), *human biology* (nervous system), *human biology* (urinary system), and *human biology* (reproductive system).

### *Chemistry 12*

Lab-oriented. Forty-nine prescribed learning outcomes are grouped under five organizers: *reaction kinetics*, *dynamic equilibrium*, *solubility equilibria*, *nature of acids and bases*, and *acids and bases*: quantitative problem solving, applications of acid–base reactions, oxidation–reduction, and applications of redox reactions.

### *Physics 12*

Lab-oriented. Twenty-two prescribed learning outcomes are grouped under twelve organizers: *experiments and graphical methods*, *vectors*, *kinematics*, *dynamics*, *work, energy and power*, *momentum*, *equilibrium*, *circular momentum*, *gravitation*, *electrostatics*, *electric circuits*, and *electromagnetism*.

## *Geology 12*

Lab-oriented. Twenty-one prescribed learning outcomes are grouped under five organizers: *earth materials* (rocks and minerals), *earth resources*, *geological time*, *internal processes and plate tectonic theory*, and *surface processes and the hydrosphere*.

## *Applications of Physics 12*

Applications-oriented with an emphasis on relevancy and everyday relationships. Nineteen prescribed learning outcomes are grouped under five organizers: *transformers*, *momentum*, *transducers*, *waves and vibrations*, and *electricity and magnetism*.

## *Forests 12*

Applications-oriented with an emphasis on relevancy and everyday relationships. Learning outcomes are grouped under ten organizers: *management perspectives*, *forest ecology*, *soils*, *resource inventory*, *harvest planning*, *harvesting operations and site preparation*, *reforestation*, *stand-tending*, *insects and diseases*, and *fire management*.

**Note:** This course will be superseded by Sustainable Resources 12 in September 2009.

## *Sustainable Resources 12*

Sustainable Resources 12 has four separate modules that are taught as four distinct courses. Students can explore, at a detailed level, one of the following four resource topics: agriculture, fisheries, forestry, or mining. Content related to jobs and careers is integrated throughout each of the four courses in order to emphasize the importance of these resources to British Columbia and to promote awareness of opportunities for students.

## **19. Social Studies**

### **Required Courses**

#### *Social Studies 9*

History of Canada to 1815: nation building and social order in Europe; industrialization in Europe and North America; colonialism, imperialism, and nationalism; relationship between Aboriginal Canadians and European settlers; growth of fur trade; geographic regions of North America; and development of individual and group identity.

### *Social Studies 10*

Canada: 1815–1914: evolution of responsible government; Confederation; changing relationships of Aboriginal peoples; development of the West to 1914; geographical factors in the development of Canada; immigration; changing roles of women and families; Canada's economic activities; Canadian regional geography; resource and environmental management; global and Pacific Rim trade; and Canadian identity.

### *Social Studies 11*

Canada in the 20<sup>th</sup> Century: social, cultural, political, legal, economic, and environmental issues facing Canadians; Canadian and global citizenship; Canada in the world community; the Canadian identity; the roles, rights, and responsibilities of citizens in a democratic society; the fundamental principles of law in Canada; Canada's regional, cultural, and ethnic diversity; national and international economic forces; the interrelationship between human beings and the world around them.

### *Civic Studies 11*

A study in civics that includes drawing on past historical events and how these events relate to, have affected, and affect issues in the present day and in the future. Students learn to become mindful of connections to the civic world and their responsibilities as members of various local and global communities, informed decision makers on matters of public concern, active citizens of Canada and the world, responsible agents of change, participants in socially relevant projects, and real-life learners for the purpose of developing civic mindedness.

### *B.C. First Nations Studies 12*

A study of the traditions and history of British Columbia's First Nations peoples. The course focuses on the richness and diversity of First Nations languages and cultures within their own context; studies the sophisticated, organized, self-sufficient societies of British Columbia's First Nations; explores First Nations art as a total cultural expression; develops an awareness of human rights and freedoms as they pertain to First Nations; develops an understanding of and appreciation for First Nations values and beliefs.

## **Elective Courses**

### *Law 12*

Canadian legal system: legal decision making; rights and freedoms; criminal law; tort law; family law; contract law; achieving independence (housing, health care, work, consumer protection and credit, inheritance, motor vehicle issues, and obtaining legal assistance); and current issues.

### *Geography 12*

The interrelationship of people, places, and resources: human and physical systems; resource management and resource sustainability; local, regional, and global perspectives on environmental issues; the five themes of geography (location, place, human and physical interactions, movement, and regions); systems of Earth (weather, climate, tectonic processes, and gradation processes); and geographic literacy.

### *History 12*

Modern world history: geopolitical events, social change, economic developments, technological progress, and ideologies from 1919 onward; the world of 1919; the USA, USSR, and China as world powers; the Great Depression; the effects of mass production and technological change; the interwar period; World War II and the post-World War II period; the role of the individual in history; the nature of conflict and conflict resolution; contemporary historiography; the growth of internationalism in the 20<sup>th</sup> century; the changing role of the individual in society; the changing role of women in global events; and the end of the Cold War to 1991.

### *Comparative Civilizations 12*

The interrelationships among art, culture, and civilization: study and comparison of various past and contemporary cultures and civilizations through the analysis of political, social, economic, and cultural structures; examination of elements of culture such as belief systems, gender roles, and power and authority; understanding the basic concepts of art, culture, and civilization and their relationship to each other; examination of approaches to aesthetic inquiry; extension of critical- and creative-thinking skills; appreciation of the diversity of world views and cultures and recognition of the values inherent in those cultures.

### *Social Justice 12*

The aim of Social Justice 12 is to raise students' awareness of social injustice, to enable them to analyze situations from a social justice perspective, and to provide them with knowledge, skills, and an ethical framework to advocate for a socially just world. The course includes an emphasis on action, providing opportunities for students to examine models of social change and implement strategies to address social injustice, while at the same time providing opportunities for students to examine their own beliefs and values, as well as the origins of those beliefs. Social Justice 12 builds on students' innate sense of justice, motivating them to think and act ethically and empowering them to realize their capacity to effect positive change in the world.

## 20. Other Courses

**Note:** All of the following courses are credit courses.

### Languages Other than French

Ministry-developed language courses offered in addition to Core French are American Sign Language, German, Japanese, Mandarin Chinese, Punjabi, and Spanish.

**Note:** There are a number of other provincially approved language courses that have been developed by school districts, community groups, or boards using the ministry's Languages Template.

Every curriculum endorses what is commonly referred to as the communicative-experiential approach. In this approach, the focus of instruction is the purposeful use of the language to perform real-life tasks, to share ideas, to acquire information, and to get things done. Grammar instruction plays a supportive role only, providing some useful strategies to facilitate communication and comprehension.

In following the communicative-experiential approach, prescribed learning outcomes in the curriculum are expressed in terms of tasks to be performed, not in terms of language items to be mastered. Assessment and evaluation of language acquisition focus on students' abilities to understand others and to express themselves comprehensibly and appropriately. They do not focus on the mastery of grammar for its own sake.

The components of the curriculum are categorized under four organizers. These organizers are based on the common reasons people have for wanting to learn a second language and have been used to group the learning outcomes, suggested instructional strategies, suggested assessment strategies, and learning resources. The four curriculum organizers are as follows:

- communicating – to communicate with other people
- acquiring information – to acquire information for a purpose
- experiencing creative works – to experience creative works for enjoyment
- understanding culture and society – to interact with and appreciate another culture

These curriculum organizers are practical and purposeful. They allow developers of language programs to address such matters as cross-curricular integration and diverse learning rates, styles, and needs. They focus attention on the most important purposes for studying a second language and are integrated into most learning activities.

Each language curriculum also includes an introductory Grade 11 course designed especially for students who have not previously studied that particular language in Grades 5 to 10. It is an intensive learning experience designed to provide students with an introduction to the

language and culture being studied, as well as to provide a solid foundation for further study. Although Introductory Grade 11 is usually offered in Grade 11, to alleviate scheduling pressure on students during their final two years, it may be offered at the Grade 10 level. It incorporates material from the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and recommended learning resources identified for Grades 5 to 10. This reflects the fact that Introductory Grade 11 is designed to provide students with an equivalent preparation for Grade 11 and Grade 12 courses. A major consideration, therefore, is to relate the emerging language skills of students who are new to the study of the language to their actual ages, real-life experiences, and prior knowledge. In addition to the activities suggested in the introductory Grade 11 course, teachers can adapt instructional and assessment activities suggested for earlier grade levels, taking into account the interests of senior secondary students.

For additional information, including the names of languages developed through the Ministry Languages Template process, as well as contact information, please check the ministry website at <http://www.bced.gov.bc.ca/irp/irp.htm>.

### **Applied Skills Courses**

The term *applied skills* refers to a large suite of courses in the subject areas of business education, home economics, and technology education.

### ***Business Education***

The Business Education curricula for Grades 8 to 12 present a sequence of business concepts and skills development that responds to students' increasing sophistication, skill levels, and awareness of business within the home, school, community, and global marketplace. The documents provide a framework within which a variety of perspectives may be integrated, including those of small business, corporate business, workers, labour unions, and entrepreneurs. The viewpoints of employees, consumers, and employers are also considered. High ethical and environmental standards for the workplace and for business and consumer practices are emphasized. Business Education 8 to 10 documents can be found at <http://www.bced.gov.bc.ca/irp/bused810.pdf>. Business Education 11 and 12 and Economics 12 documents can be found at <http://www.bced.gov.bc.ca/irp/bused1112.pdf>.

### ***Home Economics***

Home economics for Grades 10, 11, and 12 can satisfy the British Columbia graduation requirement for an applied skills or fine arts course at Grades 10, 11, or 12. Effective September 2008, a revised Home Economics curriculum for Grades 8 to 12 is available for optional implementation. This revised curriculum will supersede all previous Home Economics curricula as of September 2009. This curriculum includes three course options:

- Foods and Nutrition (available for Grades 8 to 12)
- Textiles (available for Grades 10 to 12)
- Family Studies (available only for Grades 10, 11, and 12)

The revised Home Economics curriculum offers both Foods and Nutrition and Textiles as concentrated courses of 4 credits at the Grades 9 through 12 levels. Family Studies 10 to 12 has been developed using a modular approach, allowing teachers to combine the 2-credit individual modular courses to make up a 4-credit course based on student interest as well as teacher interest and expertise. The aim of these curricula is to provide opportunities for students to develop knowledge, skills, and attitudes that have immediate and future applications in their personal and home lives, as well as in key sectors of local and global economies. Home Economics 8 to 12 curriculum is available at [http://www.bced.gov.bc.ca/irp/irp\\_appskills.htm](http://www.bced.gov.bc.ca/irp/irp_appskills.htm).

### ***Technology Education***

The goal of the diverse Technology Education curricula for Grades 8 to 12 is to assist students to develop the technological literacy and lifelong learning patterns they need to live and work effectively. To achieve this, each of the Technology Education curriculum documents provides a framework for students to learn how to design and construct solutions to real-world problems and opportunities to put into practice what they have learned. Technology education fosters the development of skills and attitudes that increase the social and ethical issues of technological advances. To view the curriculum documents available for Technology Education 8 to 12, please check the Central Integrated Resource Packages page at <http://www.bced.gov.bc.ca/irp/irp.htm>.

### **Fine Arts**

The term *fine arts* refers to a large suite of courses in the subject areas of dance, drama, music, and visual arts. The fine arts subjects provide opportunities for students to represent their learning in creative and personally meaningful ways. Through creating, performing, perceiving, and responding to artworks, students develop skills and abilities to express their ideas and emotions.

### ***Dance***

The Dance curricula for Grades 8 to 12 provide students with opportunities to extend their creative, expressive, and technical abilities in dance performance and dance choreography. Students create movements and choreograph dance sequences in response to sound and music and for specific purposes and performance venues. The presentation and performance of dance includes the development of skills and attitudes appropriate to dance experiences as a performer and an audience member. Students apply the principles of fitness, health, and safety

to their dance and movement experiences. Analyzing the roles of the dancers in a specific dance, critiquing the work of self and others, developing an awareness of career opportunities in dance, and learning about the historical and cultural contexts of dance are also aspects of the Grades 8 to 12 Dance curricula.

### ***Drama***

The Drama curricula for Grades 8 to 12 provide students with opportunities to examine human experiences through imagined roles and situations. Students are encouraged to explore, express, and reflect on their thoughts, feelings, and ideas through their participation in drama. Drama programs may focus on theatre performance (acting, directing, and script development), theatre production (technical theatre and theatre management), and film and television. They learn drama skills, such as using the body and voice expressively, maintaining concentration while portraying a character and creating a setting for a drama experience. Students learn to experience, respond to, and reflect on the cultural, historical, and social contexts of drama. Investigating various career possibilities in which drama skills and knowledge may be useful is also part of the drama program in these grades.

### ***Music***

The Music curricula for Grades 8 to 12 enable learners to explore, create, perceive, and communicate through music. Students explore the structure of music, expressive properties, and form as they create or compose, listen to, and perform music. They learn about the historical and cultural contexts of music, as well as the appropriate skills and attitudes for music experiences as a performer and as an audience member. They become aware of health and safety issues associated with the performance of music as well as the career opportunities related to music. Students in Grades 8 to 12 expand their music knowledge, skills, and attitudes through music programs, which may include choral music (concert choir, vocal jazz), instrumental music (concert band, jazz band, guitar, orchestral strings), composition and technology, and general music.

### ***Visual Arts***

The Visual Arts curricula for Grades 8 to 12 provide opportunities for all students to perceive, respond to, create, and communicate through images. The visual arts programs may present focus areas, including art foundations, studio arts (painting and drawing, ceramics and sculpture, printmaking and graphic design, and fabric and fibre), and media arts. Students learn to analyze and use a variety of techniques, design strategies, materials, and processes to create 2-D and 3-D images. They solve design problems considering the intended form and purpose of an artwork. Students identify characteristics of artworks from a variety of cultures and historical eras and incorporate selected elements into their own artworks to create effects or moods. Students apply safety and environmental considerations while creating their artworks. Visual

arts programs also include investigation into visual arts and arts-related careers, as well as the roles of artists and artworks in society.

To view the various Fine Arts curriculum documents, please go to the ministry website at <http://www.bced.gov.bc.ca/irp/irp.htm>.

## **Health and Career Education**

### *Health and Career Education 8 and 9*

Health and career education is a required area of study from Kindergarten to Grade 9. In Health and Career Education 8 and 9, students continue learning about the importance of making informed decisions about their lifelong health and the skills necessary for developing and maintaining a healthy lifestyle. They will also learn to assess information about the short-term and long-term consequences of their health decisions for themselves and for their families, their peers, and the society at large. General health topics relating to healthy living, healthy relationships, safety and injury prevention, as well as substance misuse prevention are covered. In addition, students extend their career exploration from the elementary years by continuing to investigate a wide variety of career options and by thinking about the sustainability of those careers for their own lives. Employability skills are emphasized (for example, those skills developed through a variety of school and community activities that can be transferred to a range of situations, including future careers). Students are also introduced to the Grade 10 requirements of the graduation program to assist them in planning for the remainder of their secondary school years. For more information, go to <http://www.bced.gov.bc.ca/irp/hce89.pdf>.

### *Planning 10*

Planning 10 is an extension of the curricula for Health and Career Education 8 and 9. Students must complete Planning 10 in order to satisfy provincial graduation requirements. With twenty-eight prescribed learning outcomes and four distinct curriculum organizers, Planning 10 is designated as a 4-credit course. It is not possible to obtain partial credit for this course. The aim of Planning 10 is to enable students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Planning 10 provides opportunities for students to plan for successful learning in the graduation program, explore a wide range of post-secondary education and career options, think critically about health issues and decisions, develop financial literacy skills related to pursuing their education and career goals, as well as begin planning for their transition beyond secondary school. Planning 10 provides relevant and experiential learning opportunities for students to develop those skills, attitudes, and behaviours that will allow them to manage their lives more purposefully and effectively, enhance their personal well-being, and realize their full potential. The overall intent of Planning 10 is to address a broad range of health, education, and career topics, as well as support students in making informed decisions about Grades 11 and 12 elective options, their work in relation to Graduation

Transitions, and possible post-secondary options. For more information, go to <http://www.bced.gov.bc.ca/irp/plan10.pdf>.

## **Graduation Transitions**

Graduation Transitions is a program rather than a course per se. It is introduced in Planning 10 and completed during Grades 10-12, and is required for graduation. Like a course, it has a number of requirements in the form of learning outcomes that students must meet. Unlike a traditional course, the requirements can be met in a variety of ways. Graduation Transitions is intended to help prepare students for a successful transition to life after secondary school by requiring that students demonstrate that they have met requirements in Personal health (maintaining a personal health plan and participating in at least 150 minutes per week of moderate to vigorous physical activity in each of Grades 10, 11 and 12), Community Connections (participating in at least 30 hours of work experience and/or community service, and describing what was learned), and Career and Life (completing a transition plan for life after secondary school, and presenting selected components of their transition plan to members of the school or community). ([http://www.bced.gov.bc.ca/graduation/grad-transitions/prog\\_guide\\_grad\\_trans.pdf](http://www.bced.gov.bc.ca/graduation/grad-transitions/prog_guide_grad_trans.pdf))

## **Physical Education**

### *Physical Education 9*

In British Columbia, physical education is a required area of study from Kindergarten to Grade 10. Effective September 2008, a revised Physical Education curriculum for Grades 8 to 10 is available for optional implementation. This revised curriculum will supersede all previous Physical Education 8 to 10 curricula as of September 2009. With sixteen broad prescribed learning outcomes and their associated achievement indicators under the umbrella of three curriculum organizers (*active living, movement, and safety, fair play, and leadership*), the aim of Physical Education 9 is to enable all students to develop knowledge, movement skills, and positive attitudes and behaviours that contribute to a healthy, active lifestyle. The Physical Education 9 curriculum provides opportunities for all students to continue developing their non-locomotor movement skills, locomotor movement skills, and manipulative movement skills in order to gain an appreciation for and enjoyment of movement in a variety of activities (for example, individual and dual activities, games, and rhythmic movement activities including dance and gymnastics). Physical Education 9 contributes to students' future capacity to lead active, healthy, responsible, and productive adult lives, allowing them to maximize their personal enjoyment of life and to minimize their risk of developing health problems associated with a sedentary lifestyle.

### *Physical Education 10*

Physical Education 10 is an extension of the curricula for physical education from Kindergarten to Grade 9. Physical Education is a required area of study from Kindergarten to Grade 10. Students must complete Physical Education 10 in order to satisfy provincial graduation requirements. Effective September 2008, a revised Physical Education curriculum for Grades 8 to 10 is available for optional implementation. This revised curriculum will supersede all previous Physical Education 8 to 10 curricula as of September 2009. With fourteen broad prescribed learning outcomes and their associated achievement indicators under the umbrella of three curriculum organizers (*active living, movement, and safety, fair play, and leadership*), the aim of Physical Education 10 is to enable all students to develop knowledge, movement skills, and positive attitudes and behaviours that contribute to a healthy, active lifestyle. The Physical Education 10 curriculum provides opportunities for all students to continue developing their non-locomotor movement skills, locomotor movement skills, and manipulative movement skills in order to gain a lifelong appreciation for and enjoyment of movement in a variety of activities (for example, individual and dual activities, games, and rhythmic movement activities including dance and gymnastics). Physical Education 10 contributes to students' future capacity to lead active, healthy, responsible, and productive adult lives, allowing them to maximize their personal enjoyment of life and to minimize their risk of developing health problems associated with a sedentary lifestyle.

### *Physical Education 11 and 12*

The curriculum for Physical Education 11 and 12, regarded as elective courses for both the 1995 and 2004 graduation programs, is organized under the same three curriculum organizers as Physical Education 8 to 10: *active living, movement, and personal and social responsibility*. Physical Education 11 and 12 are considered applied skills courses for students on the 1995 graduation program. Physical Education 10, 11, and 12 are not applied skills courses for students on the 2004 graduation program.

## **21. Contact Information**

### **Curriculum**

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**Notes:**

1. Students who began Grade 10 before July 1, 2004, are on the 1995 graduation program. Students who began Grade 10 on or after July 1, 2004, are on the 2004 graduation program. The 1995 graduation program includes Grades 11 and 12, whereas the 2004 graduation program includes Grades 10 to 12. Each of these programs has its own requirements for graduation, including required courses and examinations. Differences between the programs are highlighted throughout this document, as appropriate.
2. Graduation Transitions is an element in the 2004 graduation program that acknowledges the fact that students need more than academic skills in order to make successful transitions beyond Grade 12. This is a new type of assessment. It requires that students demonstrate their competence in areas that are critical for success in the world beyond Grade 12, areas not traditionally measured in the provincial examination program.