

BC Curriculum Comparison Guide

JUNE 2017

FOR INFORMATION ONLY

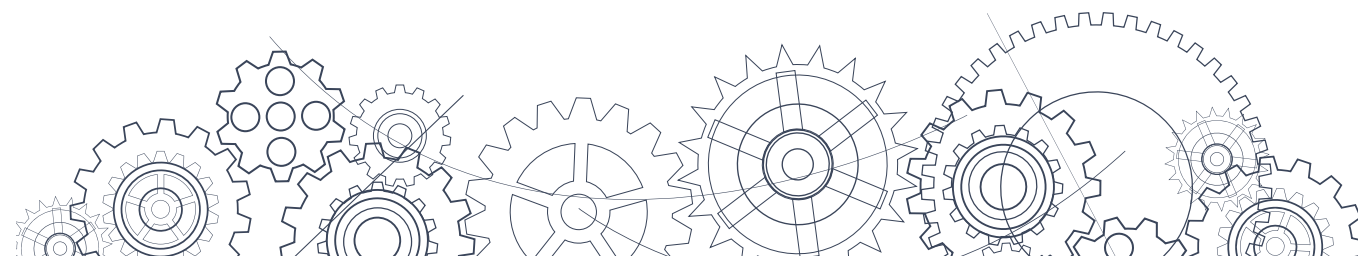




TABLE OF CONTENTS

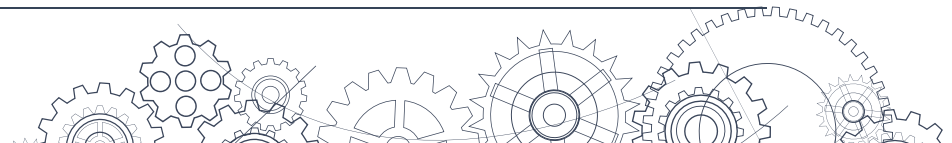
INTRODUCTION **1**

CORE FRENCH **3**

Existing IRPs	New Curriculum	
Core French 10	Core French 10	3
Core French 11	Core French 11	4
Core French 12	Core French 12	5

ENGLISH LANGUAGE ARTS **6**

Existing IRPs	New Curriculum	
Communications 11	Discontinued	6
Communications 12	Discontinued	6
English 10	Composition 10	6
English 10	Creative Writing 10	7
English 10	Literary Studies 10	8
English 10	New Media 10	9
English 10	Spoken Language 10	10
English 11	Composition 11	11
English 11	Creative Writing 11	12
English 11	Literary Studies 11	13
English 11	New Media 11	14
English 11	Spoken Language 11	15
English 12	English Studies 12	16
Writing 12	Composition 12	18
Writing 12	Creative Writing 12	19
English Literature 12	Literary Studies 12	20
—	New Media 12	21
—	Spoken Language 12	22



ENGLISH LANGUAGE ARTS (continued)

Existing IRPs	New Curriculum	
English First Peoples 10	EFP Writing 10	23
English First Peoples 10	EFP Literary Studies 10	24
English First Peoples 10	EFP New Media 10	25
English First Peoples 10	EFP Spoken Language 10	26
English First Peoples 11	EFP Literary Studies and Writing 11	27
English First Peoples 11	EFP Literary Studies and New Media 11	28
English First Peoples 11	EFP Literary Studies and Spoken Language 11	29
English First Peoples 12	English First Peoples 12	30

FRANÇAIS LANGUE PREMIÈRE

32

Existing IRPs	New Curriculum	
Français Langue Première 10	Français Langue Première 10	32
Français Langue Première 11	Français Langue Première 11	33
Français Langue Première 12	Français Langue Première 12	34

FRANÇAIS LANGUE SECONDE – IMMERSION

35

Existing IRPs	New Curriculum	
Français langue seconde – immersion 10	Français langue seconde – immersion 10	35
Français langue seconde – immersion 11	Français langue seconde – immersion 11	37
Français langue seconde – immersion 12	Français langue seconde – immersion 12	39

SOCIAL STUDIES

41

Existing IRPs	New Curriculum	
History 12	20th Century World History 12	41
History 12	Asian Studies 12	42
History 12	Genocide Studies 12	43
—	Philosophy 12	44
BC First Nations Studies 12	BC First Peoples 12	45



SOCIAL STUDIES (continued)

Existing IRPs	New Curriculum	
BC First Nations Studies 12	Contemporary Indigenous Studies 12	46
Civics 11	Political Studies 12	47
Geography 12	Human Geography 12	48
Geography 12	Physical Geography 12	49
Geography 12	Urban Studies 12	50
Law 12	Law Studies 12	51
Comparative Civilizations 12	Comparative Cultures 12	52
Comparative Civilizations 12	Comparative World Religions 12	53
Social Justice 12	Social Justice 12	54
Economics 12	Economics 12	55
—	Francophone History 11	56
—	Explorations in Social Studies 11	57

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

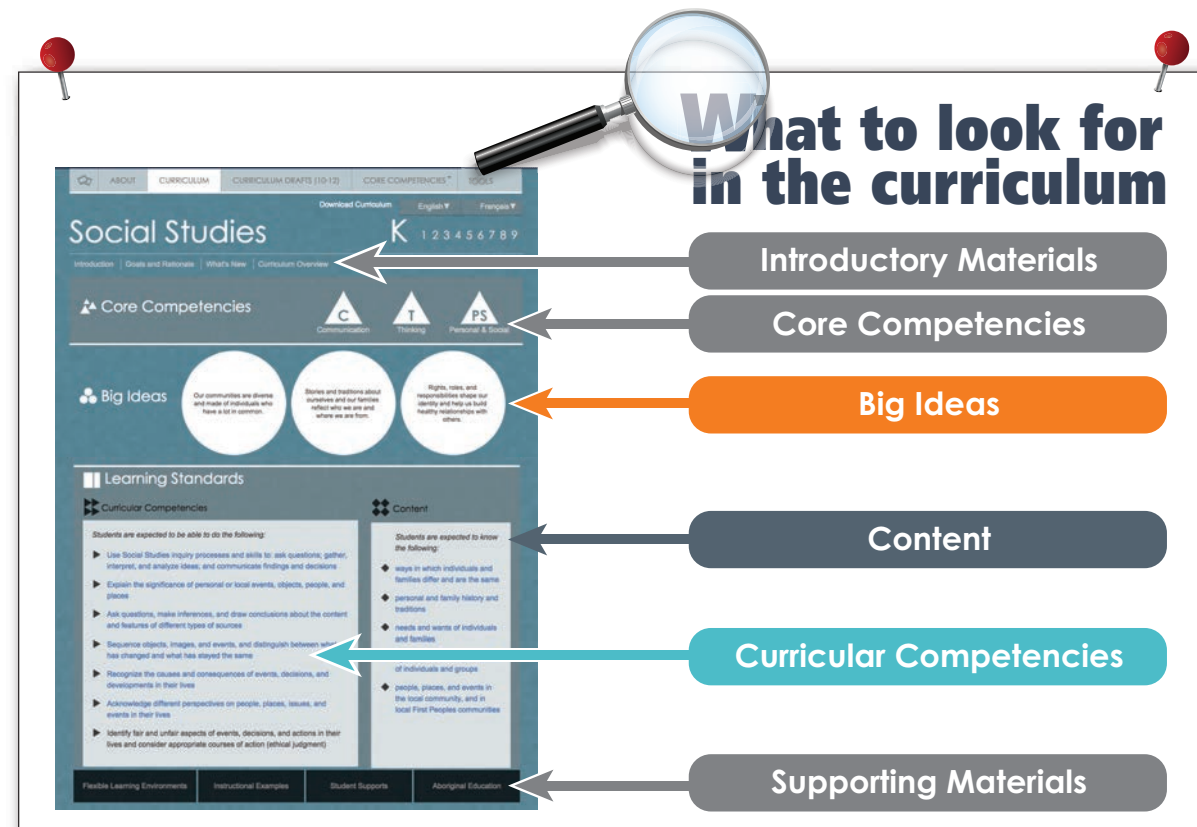
The redesign of BC's curriculum provides flexibility to inspire the personalization of learning and addresses the diverse needs and interests of BC students.

• 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>.



CORE FRENCH

Existing IRPs

Core French 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 existing IRP please see: <https://www.bced.gov.bc.ca/irp/cf512.pdf>

New Curriculum

Core French 10

This course completely replaces Core French 10. The course builds on what students have learned in Core French 9. The curriculum encourages the use of a range of approaches that support language instruction and acquisition.

Content

- The course is centered around six big ideas:
 - Listening and viewing with intent strengthens our understanding and acquisition of French
 - Expressing oneself and engaging in conversation in French requires courage and risk taking
 - Acquiring a language can shape one's perspective, identity, and voice
 - Acquiring a language provides us with new opportunities to appreciate and value creative works and cultural diversity
 - Acquiring French opens the door to interacting with the Francophone world
 - Acquiring French allows us to explore career, travel, personal growth, and study abroad opportunities

Skill Development

- The big ideas are supported by learning standards (content and curricular competencies). The content and curricular competencies are designed to be taught in an integrated manner. Areas of focus in the Grade 10 year include:
 - Expressing themselves with growing fluency using an increasing range of commonly used vocabulary, sentence structures, and timeframes
 - Using a growing number of strategies to derive and negotiate meaning
 - Derive meaning from a variety of simple texts
 - Recognizing how cultural identity is expressed through Francophone texts and creative works
 - Recognizing contributions of Francophone Canadians to society
 - Engaging with Francophone communities, people, or experiences

For detailed information on the new curriculum please see:

<https://curriculum.gov.bc.ca/curriculum/core-french/10>



Existing IRPs

Core French 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 existing IRP please see: <https://www.bced.gov.bc.ca/irp/cf512.pdf>

New Curriculum

Core French 11

This course completely replaces Core French 11. The course builds on what students have learned in Core French 10. The curriculum encourages the use of a range of approaches that support language instruction and acquisition.

Content

- The course is centered around six big ideas:
 - Listening and viewing with intent deepens our acquisition of French
 - The communicative context determines how we express ourselves
 - Language and culture are interconnected and intertwined
 - Experiencing the creative works of another culture promotes an understanding of one's own culture
 - Acquiring French provides a unique opportunity to access and interact with the Francophone world
 - Developing proficiency in French opens up career, travel, personal growth, and study abroad opportunities

Skill Development

- The big ideas are supported by learning standards (content and curricular competencies). The content and curricular competencies are designed to be taught in an integrated manner. Areas of focus in the Grade 11 year include:
 - Expressing oneself with growing fluency using a range of increasingly complex vocabulary, sentence structures, and timeframes
 - Adjusting their register and word choice to reflect different purposes
 - Exploring and responding to a variety of texts (including written, oral and visual texts)
 - Recognizing connections between language and culture
 - Engaging with Francophone communities, people, or experiences

For detailed information on the new curriculum please see:
<https://curriculum.gov.bc.ca/curriculum/core-french/11>



Existing IRPs

Core French 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 existing IRP please see: <https://www.bced.gov.bc.ca/irp/cf512.pdf>

New Curriculum

Core French 12

This course completely replaces Core French 12. The course builds on what students have learned in Core French 11. The curriculum encourages the use of a range of approaches that support language instruction and acquisition.

Content

- The course is centered around six big ideas:
 - Acquiring a language is a lifelong process
 - With increased proficiency in French, we can discuss and justify opinions with nuance and clarity
 - Sharing our feelings, opinions, and beliefs in French contributes to our identity as a French speaker
 - Appreciation of Francophone culture allows us to understand and explore global issues with greater awareness
 - Experiencing the creative works of other cultures helps us develop our appreciation of cultures worldwide
 - Becoming more proficient in French allows us to explore career, travel, personal growth, and study abroad opportunities

Skill Development

- The big ideas are supported by learning standards (content and curricular competencies). The content and curricular competencies are designed to be taught in an integrated manner. Areas of focus in the Grade 12 year include:
 - Expressing oneself effectively, with fluency and accuracy using complex vocabulary, sentence structures, and timeframes
 - Exploring, interpreting and responding to a wide variety of texts (including written, oral and visual texts)
 - Recognizing and explaining connections between language and culture
 - Engaging with Francophone communities, people, or experiences
 - Identifying and exploring opportunities to continue language acquisition beyond graduation

For detailed information on the new curriculum please see:
<https://curriculum.gov.bc.ca/curriculum/core-french/12>

Existing IRPs

Communications 11**Communications 12**

There is no existing Ministry-developed Composition 10 course. English 10 is the required course.

English 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 existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_10.pdf

New Curriculum

Discontinued

Discontinued

Composition 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.

Skill 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/pdf/10-12/english-languagearts/en_ela_10_comp_elab.pdf



Existing IRPs

There is no existing Ministry-developed Creative Writing 10 course. English 10 is the required course.

English 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 existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_10.pdf

New Curriculum

Creative Writing 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.

Skill 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/pdf/10-12/english-language-arts/en_ela_10_crw_elab.pdf



Existing IRPs

There is no existing Ministry-developed Literary Studies 10 course. English 10 is the required course.

English 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 existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_10.pdf

New Curriculum

Literary Studies 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:
 - exploration of specific themes, periods, authors, or areas of the world through literary works 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 students' 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.

Skill 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:
 - Comprehend and connect (reading, listening, viewing)
 - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
 - genre-specific texts e.g., poetry, short stories, novels, drama, graphic novels, children's literature
 - Canadian literature and First Peoples texts
 - thematically-grouped literature
 - specific author study

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/englishlanguage-arts/en_ela_10_ls_elab.pdf



Existing IRPs

There is no existing Ministry-developed New Media 10 course. English 10 is the required course.

English 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 existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_10.pdf

New Curriculum

New Media 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.

Skill Development

- 21 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/pdf/10-12/english-language-arts/en_ela_10_nwm_elab.pdf



Existing IRPs

There is no existing Ministry-developed Spoken Language 10 course. English 10 is the required course.

English 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 existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_10.pdf

New Curriculum

Spoken Language 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.

Skill 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:
 - varied structures, forms, and styles of oral compositions
 - spoken word; slam poetry; recitation; readers' theatre; debate; radio broadcast; podcast; social media

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/english-language-arts/en_ela_10_spl_elab.pdf



Existing IRPs

There is no existing Ministry-developed Composition 11 course. English 11 is the required course.

English 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 existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_10.pdf

New Curriculum

Composition 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.

Skill 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
 - writing for specific audiences and disciplines
 - acknowledging and citing sources
 - assessing 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/pdf/10-12/english-languagearts/en_ela_11_comp_elab.pdf



Existing IRPs

There is no existing Ministry-developed Creative Writing 11 course. English 11 is the required course.

English 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 existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_10.pdf

New Curriculum

Creative Writing 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:
 - exploring personal and cultural identities, memories, and stories in a wide range of genres
 - using writing and design processes
 - using oral, written, visual, digital, and multimodal texts
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Skill 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:
 - Comprehend and connect (reading, listening, viewing)
 - Create and communicate (writing, speaking, representing)
- Possible focus areas include:
 - 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/pdf/10-12/english-language-arts/en_ela_11_crw_elab.pdf



Existing IRPs

There is no existing Ministry-developed Literary Studies 11 course. English 11 is the required course.

English 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 existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_10.pdf

New Curriculum

Literary Studies 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.

Skill 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/pdf/10-12/englishlanguage-arts/en_ela_11_ls_elab.pdf



Existing IRPs

There is no existing Ministry-developed New Media 11 course. English 11 is the required course.

English 11

Content

- English 11 addresses the development of language, literacy, and communication abilities, and creative and critical thinking.
- A wide range of text 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 existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_10.pdf

New Curriculum

New Media 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
- Compared with New Media 10, New Media 11 features tasks and texts of greater complexity and sophistication and extends the depth and breadth of topics and activities offered in New Media 10.
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Skill 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/pdf/10-12/english-language-arts/en_ela_11_nwm_elab.pdf



Existing IRPs

There is no existing Ministry-developed Spoken Language 11 course. English 11 is the required course.

English 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 existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_10.pdf

New Curriculum

Spoken Language 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.

Skill 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/pdf/10-12/english-language-arts/en_ela_11_spl_elab.pdf



Existing IRPs

English 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 existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2007ela_812_12.pdf

New Curriculum

English Studies 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.

Skill 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.



Existing IRPs

New Curriculum

- 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/pdf/10-12/english-language-arts/en_ela_12_elab.pdf



Existing IRPs

Writing 12

Content

- The Writing 11 Curriculum Guide, 1981 (reprinted 1993) includes options in
 - Creative Writing
 - Journalism/Media

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/1981gc_writing11.pdf

New Curriculum

Composition 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.

Skill 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/pdf/10-12/english-languagearts/en_ela_12_comp_elab.pdf



Existing IRPs

Writing 12

Content

- The Writing 11 Curriculum Guide, 1981 (reprinted 1993) includes options in
 - Creative Writing
 - Journalism/Media

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/1981gc_writing11.pdf

New Curriculum

Creative Writing 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.

Skill 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/pdf/10-12/englishlanguage-arts/en_ela_12_crw_elab.pdf



Existing IRPs

English Literature 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2003englit12.pdf>

New Curriculum

Literary Studies 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.

Skill 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/pdf/10-12/englishlanguage-arts/en_ela_12_ls_elab.pdf



Existing IRPs

There is no existing Ministry-developed New Media 12 course.

New Curriculum

New Media 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
- Compared with New Media 10, New Media 11 features tasks and texts of greater complexity and sophistication and extends the depth and breadth of topics and activities offered in New Media 10.
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Skill Development

- 26 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/pdf/10-12/englishlanguage-arts/en_ela_12_nwm_elab.pdf



Existing IRPs

There is no existing Ministry-developed Spoken Language 12 course.

New Curriculum

Spoken Language 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.

Skill 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/pdf/10-12/englishlanguage-arts/en_ela_12_spl_elab.pdf



Existing IRPs

There is no existing Ministry-developed EFP Writing 10 course. English 10 First Peoples (EFP 10) is the required course.

English First Peoples 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2010efp1011.pdf>

New Curriculum

EFP Writing 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

Skill 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-focussed 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/pdf/10-12/englishlanguage-arts/en_efp_10_wr_elab.pdf



Existing IRPs

There is no existing Ministry-developed EFP Literary Studies 10 course. English 10 First Peoples (EFP 10) is the required course.

English First Peoples 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2010efp1011.pdf>

New Curriculum

EFP Literary Studies 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:
 - expanding development as educated Canadian and global citizens
 - broadening understanding of self and the world

Skill 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/pdf/10-12/english-language-arts/en_efp_10_ls_elab.pdf



Existing IRPs

There is no existing Ministry-developed EFP New Media 10 course. English 10 First Peoples (EFP 10) is the required course.

English First Peoples 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2010efp1011.pdf>

New Curriculum

EFP New Media 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:
 - 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

Skill 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/pdf/10-12/english-language-arts/en_efp_10_nwm_elab.pdf



Existing IRPs

There is no existing Ministry-developed EFP Spoken Language 10 course. English 10 First Peoples (EFP 10) is the required course.

English First Peoples 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2010efp1011.pdf>

New Curriculum

EFP Spoken Language 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

Skill Development

- 20 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/pdf/10-12/english-language-arts/en_efp_10_spl_elab.pdf



Existing IRPs

There is no existing Ministry-developed Literary Studies and Writing 11 course. English First Peoples 11 (EFP 11) is the required course.

English First Peoples 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2010efp1011.pdf>

New Curriculum

EFP Literary Studies and Writing 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
 - expanding understanding of what it means to be educated Canadian and global citizens

Skill 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/pdf/10-12/englishlanguage-arts/en_efp_11_lswr_elab.pdf



Existing IRPs

There is no existing Ministry-developed EFP Literary Studies and New Media 11 course. English First Peoples 11 (EFP 11) is the required course.

English First Peoples 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2010efp1011.pdf>

New Curriculum

EFP Literary Studies and New Media 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

Skill 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/pdf/10-12/englishlanguage-arts/en_efp_11_lsnwm_elab.pdf



Existing IRPs

There is no existing Ministry-developed EFP Literary Studies and Spoken Language 11 course. English First Peoples 11 (EFP 11) is the required course.

English First Peoples 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2010efp1011.pdf>

New Curriculum

EFP Literary Studies and Spoken Language 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

Skill 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/pdf/10-12/englishlanguage-arts/en_efp_11_isspl_elab.pdf



Existing IRPs

English First Peoples 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 existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/englishlanguagearts/2008eng12_firstppl.pdf

New Curriculum

English First Peoples 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

Skill 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



Existing IRPs

New Curriculum

- 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/pdf/10-12/english-language-arts/en_efp_12_elab.pdf

Existing IRPs

Français Langue Première 10

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

New Curriculum

Français Langue Première 10

Ce cours remplace le cours du même nom. Il est construit à partir des grandes idées, des compétences disciplinaires et du contenu. De plus, en 10^e année l'accent est porté sur l'étude de l'essai, la littérature canadienne française et de la communication numérique.

Les grandes idées sont :

- La compréhension des mécanismes et des subtilités de la langue permet d'affiner la pensée et son expression.
- Chaque texte reflète un contexte sociohistorique spécifique présenté à travers la perception de son auteur.
- Les textes canadiens français enrichissent la francophonie et participent à la construction de l'identité en milieu minoritaire.
- Toute forme de communication est soumise à des règles structurelles explicites et implicites.

Les compétences disciplinaires :

- Les compétences disciplinaires sont réparties entre la capacité à "Explorer et réfléchir" et à "Créer et communiquer". L'élève acquerra ces compétences disciplinaires orales et écrites, en s'appuyant sur des supports oraux et écrits, numériques et imprimés, textuels et visuels.

Le contenu :

- Le contenu est catégorisé selon l'organisation textuelle, les outils littéraires, les stratégies de communication, les outils langagiers, les outils d'enrichissement et les outils contextuels.

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/pdf/10-12/francais-langue-premiere/fr_fralp_10-12.pdf



Existing IRPs

Français Langue Première 11

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

New Curriculum

Français Langue Première 11

Ce cours remplace le cours du même nom. Il est construit à partir des grandes idées, des compétences disciplinaires et du contenu. De plus, en 11^e année l'accent est porté sur l'étude du documentaire, le texte argumentatif sur les questions d'actualité et les pièces de théâtre intemporelles.

Les grandes idées sont :

- La compréhension des mécanismes et des subtilités de la langue permet d'affiner la pensée et son expression.
- L'analyse de texte mène à la compréhension du texte, et ainsi de soi, de l'autre et du monde.
- Les auteurs peuvent poser un regard critique sur des enjeux sociaux ou personnels à travers leurs oeuvres.
- La qualité d'une prise de position dépend de la qualité de ses arguments.

Les compétences disciplinaires :

- Les compétences disciplinaires sont réparties entre la capacité à “Explorer et réfléchir” et à “Créer et communiquer”. L'élève acquerra ces compétences disciplinaires orales et écrites, en s'appuyant sur des supports oraux et écrits, numériques et imprimés, textuels et visuels.

Le contenu :

- Le contenu est catégorisé selon l'organisation textuelle, les outils littéraires, les stratégies de communication, le cadre visuel, les outils langagiers, les outils d'enrichissement et les outils contextuels.

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/pdf/10-12/francais-langue-premiere/fr_fralp_10-12.pdf



Existing IRPs

Français Langue Première 12

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

New Curriculum

Français Langue Première 12

Ce cours remplace le cours du même nom. Il est construit à partir des grandes idées, des compétences disciplinaires et du contenu. De plus, en 12^e année l'accent est porté sur l'étude de la poésie, la communication du monde du travail, le discours et le roman intemporel.

Les grandes idées sont :

- L'analyse de texte mène à la compréhension du texte, et ainsi de soi, de l'autre et du monde.
- La compréhension des mécanismes et des subtilités de la langue permet d'affiner la pensée et son expression.
- Les textes présentent des thèmes universels qui dépassent les cultures et les époques.
- Les langues et cultures des Premiers Peuples enrichissent la francophonie.
- La maîtrise de la rhétorique crée des effets de textes qui suscitent une réaction ou un intérêt.

Les compétences disciplinaires :

- Les compétences disciplinaires sont réparties entre la capacité à “Explorer et réfléchir” et à “Créer et communiquer”. L'élève acquerra ces compétences disciplinaires orales et écrites, en s'appuyant sur des supports oraux et écrits, numériques et imprimés, textuels et visuels.

Le contenu :

- Le contenu est catégorisé selon l'organisation textuelle, les outils littéraires, les stratégies de communication, les outils langagiers, les outils d'enrichissement et les outils contextuels.

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/pdf/10-12/francais-langue-premiere/fr_fralp_10-12.pdf

Existing IRPs

New Curriculum

Français langue seconde – immersion 10

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 existing IRP (in French only) see www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_1997fls_immer810.pdf

Français langue seconde – immersion 10

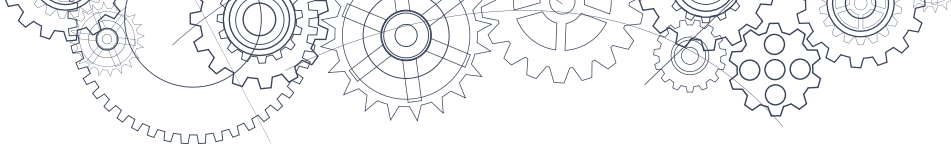
This course completely replaces Français langue seconde – immersion 10.

Content

- The course is based on 4 big ideas:
 - Language variations provide cultural benchmarks within Francophone diversity.
 - Analysis of texts leads us to understand how meaning is conveyed by linguistic and textual means.
 - Exploring the psychological universe of the characters in a text reveals the depth and complexity of human life.
 - The poetic elements enrich the writing and provoke the reaction of another thanks to the desired effect.
- The big ideas are supported by learning standards (content and disciplinary skills). A variety of literary genres is prescribed which represents the diversity and richness of French and Canadian literature. A linguistic continuum is presented considering the types of texts studied and the related disciplinary skills, enabling students to develop their language skills in context.

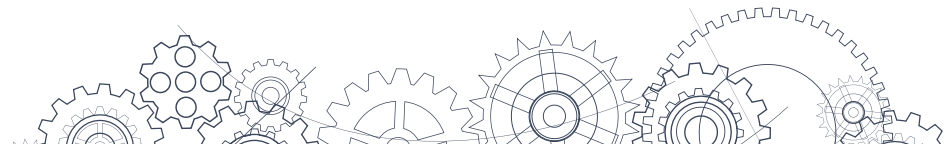
Skill Development

- Content is organized in six parts:
 - communication strategies (language registers, prosody, non-verbal)
 - cultural and historical elements
 - literary tools (characteristics of the novel, characteristics of poetry, semantic field, expressions)
 - textual organization (actantial narrative schema)
 - language tools (hypothetical sentences in the past, possessive and demonstrative adjectives and pronouns, verbal modes and times associated with the genres under study, active and passive voices, homonyms and homophones)
 - enrichment tools (word choice)



- Disciplinary competencies are organized into two categories: *Exploring and Reflecting* and *Creating and Communicating*. The student will acquire these disciplinary skills by using oral, written and visual supports.

For more information about the new curriculum, please see
<https://curriculum.gov.bc.ca/en/curriculum/10-12/#frai>





Existing IRPs

Français langue seconde – immersion 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 existing IRP (in French only) see

www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_1997fls_immer1112.pdf

New Curriculum

Français langue seconde – immersion 11

This course is a continuation of Français langue seconde – immersion 10 and completely replaces French langue seconde – immersion 11.

Content

- Course is based on four big ideas:
 - Awareness of the factors influencing interactions leads to an understanding of social, linguistic and cultural differences.
 - The actual experience, culture and context of the recipient influence the interpretation of images.
 - The press plays a role in social, civic and cultural life by influencing the principles and values of a society.
 - Manipulating language can increase the convincing impact of a message.
- The big ideas are supported by learning standards (content and curricular competencies). A variety of literary genres is prescribed which represents the diversity and richness of French and Canadian literature. A linguistic continuum is presented considering the types of texts studied and the related disciplinary skills, enabling students to develop their language skills in context.

Skill Development

- Content is organized into six parts:
 - communication strategies (language registers, speaking, politeness)
 - cultural and historical elements
 - literary tools (caricature, style figures)
 - textual organization (structure of the press article; characteristics of the incentive text; characteristics of persuasion and conviction)
 - language tools (structure of the impersonal sentence, verbal modes and times associated with the genres under study)
 - enrichment tools (manipulation of language)



Existing IRPs

New Curriculum

- Curricular competencies are organized into two categories:
 - Exploring and Reflecting
 - Creating and Communicating
- The student will acquire these skills using oral, written and visual supports.

For detailed information on the new curriculum see
<https://curriculum.gov.bc.ca/curriculum/10-12#fra>



Existing IRPs

Français langue seconde – immersion 12

Nine prescribed learning outcomes organized under three program components:

Content

- 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 existing IRP (in French only) see

www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/francaislangue/f_1997fls_immer1112.pdf

New Curriculum

Français langue seconde – immersion 12

This course is a continuation of Français langue seconde – immersion 11 and completely replaces French langue seconde – immersion 12.

Content

- Course is based on five big ideas:
 - Understanding of the linguistic and cultural varieties of the French language facilitates interaction with the diverse speakers of the Francophonie.
 - Bilingualism opens doors in one's personal, social and professional life, leading to the realization of one's place in the world.
 - The perception of a text differs according to the experience, the perspectives and the cultural references in each one.
 - Understanding the abstract involves questioning, analysis and reformulation.
 - A thorough text editing leads to the development of a rich and clear style of writing.
- The big ideas are supported by learning standards (content and curricular competencies). A variety of literary genres is prescribed which represents the diversity and richness of French and Canadian literature. A linguistic continuum is presented considering the types of texts studied and the related curricular skills, enabling students to develop their language skills in context.

Skill Development:

- Content is divided into seven parts:
 - communication strategies (language registers, speech management, moderation, negotiation, reformulation)
 - cultural and historical elements
 - literary tools (stylistic processes, denotation and connotation, abstract and concrete, symbolism)
 - textual organization (narrative diagram, essay structure)



Existing IRPs

New Curriculum

- language tools (structure of the relative subordinate proposition; verbal modes and times associated with the genres under study)
 - review strategies
 - enrichment tools (precision)
- Curricular competencies are organized into two categories:
 - Exploring and Reflecting
 - Creating and Communicating
- The student will acquire these skills using oral, written and visual supports.

For detailed information on the new curriculum see
<https://curriculum.gov.bc.ca/curriculum/10-12#fra>

Existing IRPs

History 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/childcare-to-grade-12/teach/pdfs/curriculum/socialstudies/2006history12.pdf>

New Curriculum

20th Century World History 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.

Skill 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/10-12/ss>



Existing IRPs

History 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006history12.pdf>

New Curriculum

Asian Studies 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

Skill 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/10-12/ss>



Existing IRPs

History 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006history12.pdf>

New Curriculum

Genocide Studies 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

Skill 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/10-12/ss>



Existing IRPs

There is no existing Ministry-developed Philosophy course.

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

New Curriculum

Philosophy 12

Content

- 6 broad learning standards that examine major topics of philosophy, such as:
 - The nature of reality
 - Theories of being
 - Nature of knowledge and truth
 - Theories of justice and freedom
 - 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

Skill Development

- 6 learning standards built around the historical thinking concepts, but modified to apply to philosophy:
 - Establish *significance*
 - Use *primary source evidence*
 - Identify *continuity and change*
 - Analyze *cause and consequence*
 - Take *historical perspectives*
 - 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/curriculum/10-12/ss>



Existing IRPs

BC First Nations Studies 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006bcfns12.pdf>

New Curriculum

BC First Peoples 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

Skill 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/curriculum/10-12/ss>



Existing IRPs

BC First Nations Studies 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006bcfns12.pdf>

New Curriculum

Contemporary Indigenous Studies 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

Skill 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/curriculum/10-12/ss>



Existing IRPs

Civics 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2005civicstudies11.pdf>

New Curriculum

Political Studies 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.

Skill 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/curriculum/10-12/ss>



Existing IRPs

Geography 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006geography12.pdf>

New Curriculum

Human Geography 12

Content

- 7 learning standards covering major themes in human geography, such as:
 - Demographic patterns and trends
 - Relationship between the physical environment and cultural development
 - Relationship between the physical environment and economic development
 - Political organization of geographic regions

Skill 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/curriculum/10-12/ss>



Existing IRPs

Geography 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006geography12.pdf>

New Curriculum

Physical Geography 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

Skill 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/curriculum/10-12/ss>



Existing IRPs

Geography 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006geography12.pdf>

New Curriculum

Urban Studies 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.

Skill 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/10-12/ss>



Existing IRPs

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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006law12.pdf>

New Curriculum

Law Studies 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

Skill 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/curriculum/10-12/ss>



Existing IRPs

Comparative Civilizations 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006compciv12.pdf>

New Curriculum

Comparative Cultures 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

Skill 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/10-12/ss>



Existing IRPs

Comparative Civilizations 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2006compciv12.pdf>

New Curriculum

Comparative World Religions 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.

Skill 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/curriculum/10-12/ss>



Existing IRPs

Social Justice 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 existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/socialstudies/2008socialjustice12.pdf>

New Curriculum

Social Justice 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

Skill 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/10-12/ss>



Existing IRPs

Economics 12

Content

- 27 learning outcomes organized into 3 main content categories:
 - factors of production
 - role of markets
 - role of government
- Economics 12 was previously part of the Applied Skills area of learning and not Social Studies

Skill Development

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

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/appliedskills/1998bused1112_econ12.pdf

New Curriculum

Economics 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
 - behavioural economics

Skill 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/curriculum/10-12#ss>



Existing IRPs

There is no existing Ministry-developed Francophone History course.

This course is a new Ministry-developed course which came out of a request for more Francophone-specific content.

New Curriculum

Francophone History 11

Content

- This course is under development and will examine topics in Francophone history and culture in British Columbia, Canada, and around the world.

Skill Development

- This course will use 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/10-12/ss>



Existing IRPs

There is no existing Ministry-developed Explorations 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.

New Curriculum

Explorations in Social Studies 11

Content

- This course is under development and will provide 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.

Skill Development

- This course will use 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/10-12#ss>