

BC Curriculum Comparison Guide

July 2017

FOR INFORMATION ONLY

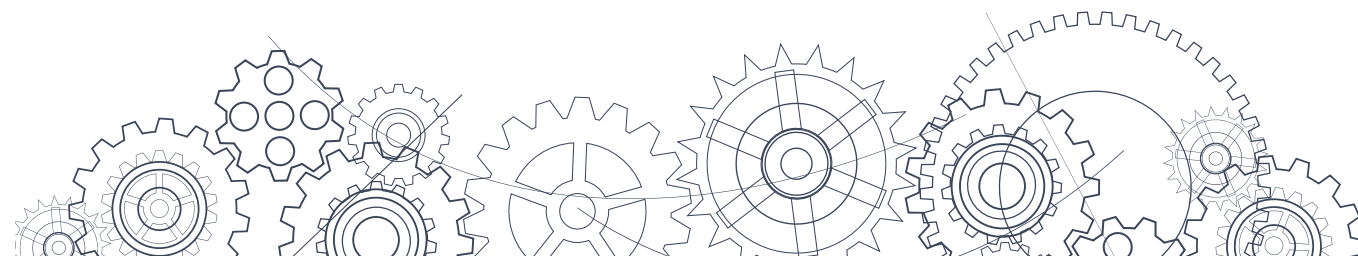




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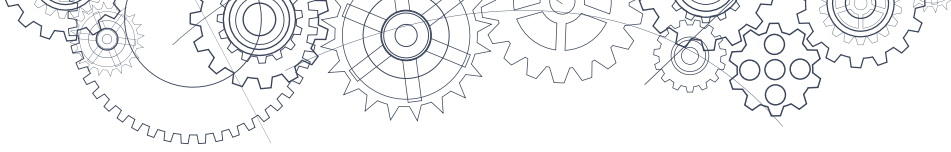
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INTRODUCTION

Purpose of this document

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

Where are we today

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

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

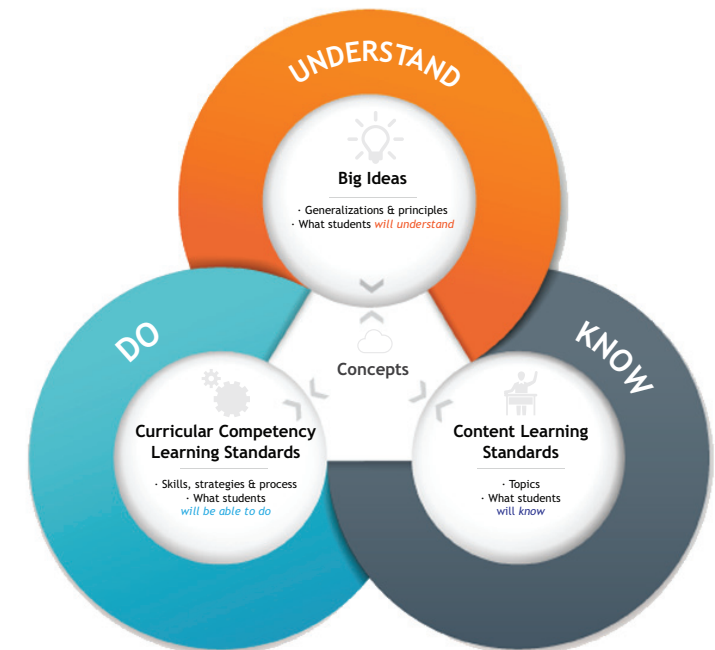
At the heart of British Columbia’s redesigned curriculum are the Core Competencies, essential subject matter learning, and literacy and numeracy foundations. All three features contribute to deeper learning. Core Competencies underpin the curricular competencies in all areas of learning. They are directly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

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

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

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

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



Highlights of BC's Redesigned Curriculum

• Personalized Learning

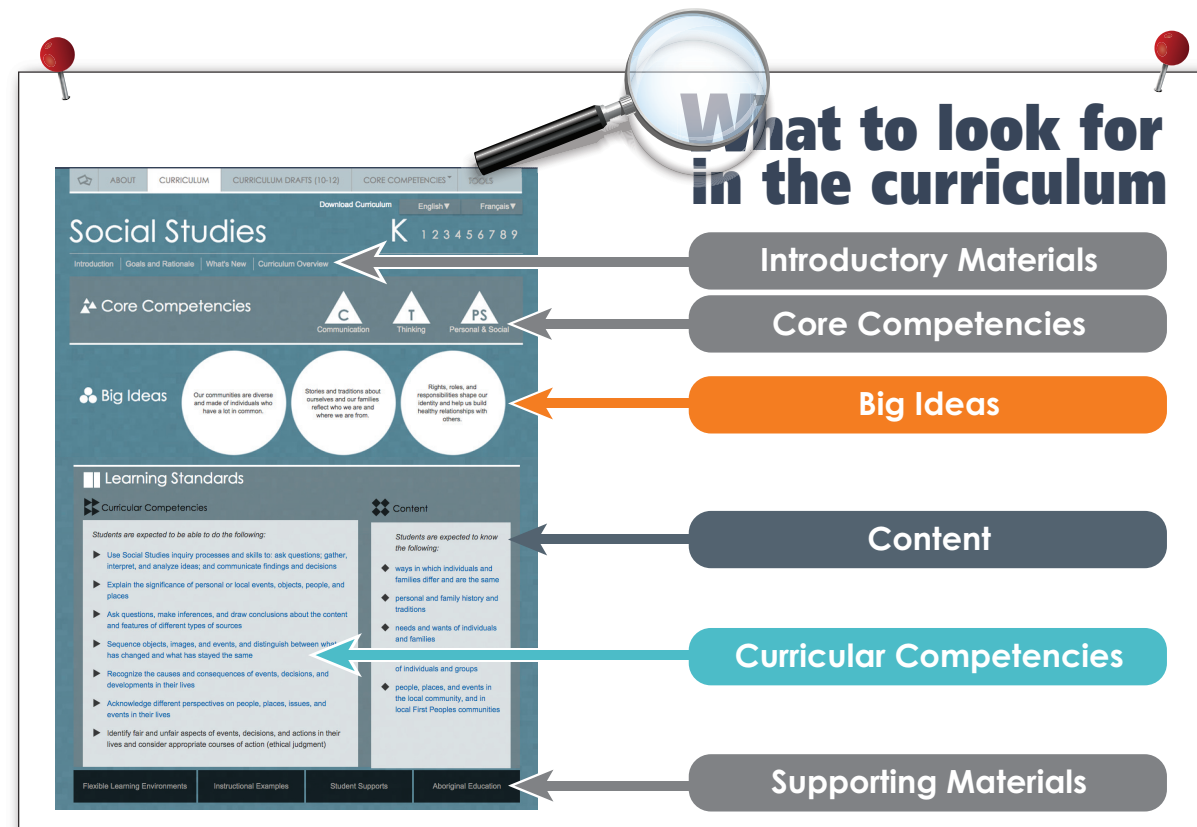
The redesign of BC's curriculum provides flexibility to inspire the personalization of learning and addresses the diverse needs and interests of BC students.

• Aboriginal Perspectives and Knowledge

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

• Flexible Learning Environments

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



Graduation Requirements

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



ARTS EDUCATION – Dance

Existing IRPs

Dance 10: General (1995)

Located in the Dance 8–10 IRP

Content

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

Skill Development:

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

For detailed information on the existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1995dance810.pdf>.

New Curriculum

Dance Foundations 10

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

Content

- 17 learning standards that focus on growth as a dancer
- dance elements, principles, techniques, and vocabulary
- kinesthetic and spatial awareness
- choreographic forms, structures and devices
- personal and social responsibility, safety protocols and procedures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 31 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Create, rehearse and perform dance compositions
- Demonstrate knowledge of dance elements and techniques in a variety of genres or styles from historical and contemporary cultures

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10_dance-foundations_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Dance Foundations 11 course.

New Curriculum

Dance Foundations 11

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

Content

- 18 learning standards that focus on growth as a dancer
- dance elements, principles, techniques, and vocabulary
- kinesthetic and spatial awareness
- choreographic forms, structures and devices
- personal and social responsibility, safety protocols and procedures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 27 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Demonstrate kinesthetic awareness and conceptual knowledge of dance elements and techniques in a variety of genres or styles
- Perform movement phrases and dance compositions in large-group, small-group, and solo contexts

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_dance-foundations_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Dance Foundations 11 course.

New Curriculum

Dance Foundations 12

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

Content

- 17 learning standards that focus on growth as a dancer
- dance elements, principles, techniques, and vocabulary
- kinesthetic and spatial awareness
- choreographic forms, structures and devices
- contributions of key dance innovators from a variety of genres, contexts, time periods, and cultures
- personal and social responsibility, safety protocols and procedures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 26 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- dance skills specific to a technique and/or a genre or style
- increasingly sophisticated knowledge of dance elements and techniques in a variety of genres or styles from historical and contemporary cultures

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_dance-foundations_elab.pdf.



Existing IRPs

Dance 10: Choreography (1995)

Required Program Model 2004 (Supplement to Dance 8–10 IRP)

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

Content

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

Skill Development

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

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/da10_sup.pdf.

New Curriculum

Dance Choreography 10

This is now a full course that is intended to be a direct replacement of Dance 10: Choreography.

Content

- 16 learning standards that focus on growth as a choreographer
- dance elements, principles, techniques, and language
- kinesthetic and spatial awareness
- choreographic forms, structures and devices
- compositional skills
- personal and social responsibility, safety protocols and procedures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 23 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- express a range of meanings, intents, and emotions using a variety of stimuli
- select and combine dance elements to create movement phrases

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10_dance-choreography_elab.pdf.



Existing IRPs

Dance 10: Performance (1995)

Required Program Model 2004 (Supplement to Dance 8–10 IRP)

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

Content

- 19 PLOs
 - Technique
 - Performance Applications
 - Dance Culture

Skill Development

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

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/da10_sup.pdf.

New Curriculum

Dance Technique and Performance 10

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

Content

- 20 learning standards that focus on growth as a dancer
- dance elements, principles, techniques, and language
- anatomically and developmentally sound movement principles
- kinesthetic and spatial awareness
- history and theory of a dance technique, genre and/or style
- personal and social responsibility, safety protocols and procedures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 25 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- dance skills specific to a technique and/or a genre or style
- rehearsal and performance skills

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10_dance-technique-performance_elab.pdf.



Existing IRPs

Dance 11: Performance (1997)

Located in the Dance 11 and 12: Performance and Choreography IRP (1997)

Content

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

Skill Development

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

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997dance1112_perfchoreo.pdf.

New Curriculum

Dance Technique and Performance 11

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

Content

- 21 learning standards that focus on growth as a dancer
- dance elements, principles, techniques, and language
- dance notation
- anatomically and developmentally sound movement principles
- kinesthetic and spatial awareness
- history and theory of a dance technique, genre and/or style
- ethics of cultural appropriation and plagiarism
- personal and social responsibility, safety protocols and procedures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 25 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- skills specific to a technique or to a genre or style
- increasing development of rehearsal and performance skills

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_dance-technique-performance_elab.pdf.



Existing IRPs

Dance 12: Performance (1997)

Located in the Dance 11 and 12: Performance and Choreography IRP (1997)

Content

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

Skill Development

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

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997dance1112_perfchoreo.pdf.

New Curriculum

Dance Technique and Performance 12

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

Content

- 20 learning standards that focus on growth as a dancer
- dance elements, principles, techniques, and language
- human body systems, body conditioning and somatic approaches
- anatomically and developmentally sound movement principles
- kinesthetic and spatial awareness
- history and theory of a dance technique, genre and/or style
- ethics of cultural appropriation and plagiarism
- personal and social responsibility, safety protocols and procedures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 25 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Expand and refine discipline-specific dance vocabulary, techniques, skills and symbols of dance
- increasing sophistication of rehearsal and performance skills

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_dance-technique-performance_elab.pdf.



Existing IRPs

Dance 11: Choreography (1997)

Located in the Dance 11 and 12: Performance and Choreography IRP

Content

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

Skill Development

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

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997dance1112_perfchoreo.pdf.

New Curriculum

Dance Choreography 11

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

Content:

- 19 learning standards that focus on growth as a choreographer
- dance elements, principles, techniques, and language
- kinesthetic and spatial awareness
- choreographic forms, structures and devices
- history and theory of a variety of dance genres
- personal and social responsibility, safety protocols and procedures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development:

- 26 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Use compositional skills to create, rehearse and perform a choreographed dance
- Experiment with dance elements, principles, techniques, vocabulary, and symbols to create original movement phrases

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_dance-choreography_elab.pdf.



Existing IRPs

Dance 12: Choreography (1997)

Located in the Dance 11 and 12: Performance and Choreography IRP

Content

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

Skill Development

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

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997dance1112_perfchoreo.pdf.

New Curriculum

Dance Choreography 12

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

Content

- 20 learning standards that focus on growth as a choreographer
- dance skills specific to a technique and/or a genre or style
- choreographic forms, structures and devices
- dance elements, principles, techniques, and language
- kinesthetic and spatial awareness
- social, cultural, historical, political and personal influences on dance
- personal and social responsibility, safety protocols and procedures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 28 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Use production elements to create meaning and express intent
- Select, combine, and manipulate dance elements to intentionally create a particular mood, meaning, or purpose

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_dance-choreography_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Dance Conditioning 11 course.

New Curriculum

Dance Conditioning 11

This is a new BC Ministry of Education Course that uses the “Physical and Health Education: Fitness and Conditioning” curriculum to directly support the overall development of the physical fitness and conditioning of the dancer.

Content

- 15 learning standards that focus on health and fitness in dance
- anatomical terminology
- skeletal, cardiovascular and muscular system
- energy systems, muscle fibre and connective tissues
- warm up, cool down
- exercise safety and etiquette
- ways to monitor and adjust physical exertion levels
- principles of program design
- types of fitness activities
- sources of health information
- food choices and eating patterns related to performance

Skill Development

- 15 well-developed learning standards organized into 4 areas:
 - Healthy and active living
 - Human anatomy and physiology
 - Principles of training
 - Social responsibility

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/physical-health-education/en_phe_11_fac.pdf.



Existing IRPs

There is no existing Ministry-developed Dance Conditioning 12 course.

New Curriculum

Dance Conditioning 12

This is a new BC Ministry of Education Course that uses the “Physical and Health Education: Fitness and Conditioning” curriculum to directly support the overall development of the physical fitness and conditioning of the dancer.

Content

- 15 learning standards that focus on health and fitness in dance
- anatomical terminology, planes of motion and joint movements
- skeletal, cardiovascular and muscular system
- energy systems, muscle fibre and connective tissues
- components of an exercise session
- exercise safety and etiquette
- ways to monitor and adjust physical exertion levels
- principles of program design
- types of fitness activities
- sources of health information
- food choices and eating patterns related to performance

Skill Development

- 15 well-developed learning standards organized into 4 areas:
 - Healthy and active living
 - Human anatomy and physiology
 - Principles of training
 - Social responsibility

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/physical-health-education/en_phe_12_fac.pdf.



Existing IRPs

There is no existing Ministry-developed Dance Company 10 course.

New Curriculum

Dance Company 10

This is a new BC Ministry of Education course.

Content

- 18 learning standards that focus on growth as a dancer and the rehearsal and performance processes of a dance company
- dance elements, principles, techniques, and language
- skills specific to a technique, genre/style
- kinesthetic and spatial awareness
- the role of dancers, choreographers and audiences in a variety of contexts
- personal and social responsibility, safety protocols and procedures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 28 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Create, rehearse, perform and improvise choreographic works using a variety of dance elements, skills and techniques from historical and contemporary cultures
- Understand the role and contributions of ensemble members

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10_dance-company_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Dance Company 11 course.

New Curriculum

Dance Company 11

This is a new BC Ministry of Education course.

Content

- 18 learning standards that focus on growth as a dancer and the rehearsal and performance processes of a dance company
- dance elements, principles, techniques, and language
- rehearsal, performance, or improvisational skills
- kinesthetic and spatial awareness
- personal and social responsibility, safety protocols and procedures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 28 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- increasing sophistication in creating, rehearsing, performing and improving choreographic works using a variety of dance elements, skills and techniques from historical and contemporary cultures
- work cooperatively and collaboratively with an ensemble in rehearsal and performance

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_dance-company_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Dance Company 12 course.

New Curriculum

Dance Company 12

This is a new BC Ministry of Education course.

Content

- 18 learning standards that focus on growth as a dancer and the rehearsal and performance processes of a dance company
- dance elements, principles, techniques, and language
- anatomically and developmentally sound movement principles
- kinesthetic and spatial awareness
- history and theory of a dance technique, genre and/or style
- personal and social responsibility, safety protocols and procedures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 29 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- increasing sophistication in creating, rehearsing, performing and improving choreographic works using a variety of dance elements, skills and techniques from historical and contemporary cultures
- Combine and experiment with performance skills to clarify choreographic intent

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_dance-company_elab.pdf.



ARTS EDUCATION – Drama

Existing IRPs

Drama 10: General

IRP: Drama 8–10 (1995)

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

Content

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

Skill Development

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

For detailed information on the existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1995drama810.pdf>.

New Curriculum

Drama 10

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

Content

- 12 learning standards that focus on active participation in drama and growth as an artist
- drama elements, principles, techniques, vocabulary, and symbols
- movement, sound, image, and form to convey meaning in drama
- history and theory of a variety of drama genres
- personal and social responsibility associated with dramatic performance
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 26 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Develop a repertoire of theatre vocabulary, skills, conventions, styles, and genres through presentation or performance
- Create dramatic works collaboratively and as an individual

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10_drama_elab.pdf.



Existing IRPs

Drama 11: Theatre Performance – Acting

IRP: Drama 11 and 12: Theatre Performance and Theatre Production (2002)

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

Content

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

Skill Development

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

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002drama1112_theatreper_produc.pdf.

New Curriculum

Drama 11

Content

- 13 learning standards that focus on active participation in drama and growth as an artist
- drama elements, principles, techniques, vocabulary, and symbols
- movement, sound, image, and form to convey meaning in drama
- the role of performers and audience in a variety of contexts
- a range of local, national, global, and intercultural performers, movements, and drama genres
- personal and social responsibility associated with dramatic performance, including cultural appropriation and plagiarism
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 26 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Expand theatre vocabulary, skills, conventions, styles, and genres through presentation or performance
- Demonstrate increasingly sophisticated application of dramatic elements and skills
- Create dramatic works collaboratively and as an individual

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_drama_elab.pdf.



Existing IRPs

Drama 12: Theatre Performance – Acting

IRP: Drama 11 and 12: Theatre Performance and Theatre Production (2002)

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

Content

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

Skill Development

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

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002drama1112_theatreper_produc.pdf.

New Curriculum

Drama 12

Content

- 13 learning standards that focus on active participation in drama and growth as an artist
- drama elements, principles, techniques, vocabulary, and symbols
- movement, sound, image, and form to convey meaning in drama
- the role of performers and audience in a variety of contexts
- a range of local, national, global, and intercultural performers, movements, and drama genres
- personal and social responsibility associated with dramatic performance, including cultural appropriation and plagiarism
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 31 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Expand theatre vocabulary, skills, conventions, styles, and genres through presentation or performance
- Demonstrate increasingly sophisticated application of dramatic elements and skills
- Create dramatic works collaboratively and as an individual

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_drama_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Theatre Company 10 course.

New Curriculum

Theatre Company 10

Content

- 15 learning standards that focus on active participation in theatre
- drama elements, principles, techniques, vocabulary, and symbols
- roles and responsibilities within a theatre company, including stage etiquette
- the role of performers and audiences in a variety of contexts
- a range of local, national, global, and intercultural performers, movements, and drama genres
- personal and social responsibility associated with dramatic performance
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 30 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Develop a repertoire of theatre vocabulary, skills, conventions, styles, and genres through presentation or performance
- Develop dramatic works collaboratively and as an individual

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10_theatre-company_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Theatre Company 11 course.

New Curriculum

Theatre Company 11

This is a new BC Ministry of Education course.

Content

- 14 learning standards that focus on active participation in theatre
- drama elements, principles, techniques, vocabulary, and symbols
- roles and responsibilities within a theatre company, including stage etiquette
- contributions of innovative artists from a variety of genres, contexts, time periods and cultures
- a range of local, national, global, and intercultural performers, movements, and drama genres
- personal and social responsibility associated with dramatic performance
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 30 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Develop and demonstrate an increasing level of sophistication, complexity and independence as students explore a range of theatre experiences
- Expand theatre vocabulary, skills, conventions, styles, and genres through presentation or performance
- Develop and refine dramatic works collaboratively and as an individual

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_theatre-company_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Theatre Company 12 course.

New Curriculum

Theatre Company 12

This is a new BC Ministry of Education course.

Content

- 13 learning standards that focus on active participation in theatre
- drama elements, principles, techniques, vocabulary, and symbols
- roles and responsibilities within a theatre company, including stage etiquette
- contributions of innovative artists from a variety of genres, contexts, time periods and cultures
- a range of local, national, global, and intercultural performers, movements, and drama genres
- personal and social responsibility associated with dramatic performance
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 32 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Develop and demonstrate an increasing level of sophistication, complexity and independence as students explore a range of theatre experiences
- Expand theatre vocabulary, skills, conventions, styles, and genres through presentation or performance
- Develop, analyze and refine dramatic works collaboratively and as an individual

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_theatre-company_elab.pdf.



Existing IRPs

Drama 10: Theatre Production

Supplement to the DRAMA 8 TO 10 IRP (1995) Required Program Model Content for Drama 10: Theatre Performance, Theatre Production

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

Content

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

Skill Development

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

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/dr10_sup.pdf.

New Curriculum

Theatre Production 10

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

Content

- 16 learning standards that focus on active participation in theatre production and growth as an artist
- elements of design, technical theatre and theatre management
- drama elements, techniques, vocabulary, and symbols
- production roles (e.g. lighting, sound, costume, set design)
- personal and social responsibility associated with theatre performance
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 25 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Develop a repertoire of production design vocabulary and skills
- Create dramatic works collaboratively and as an individual

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10_theatre-production_elab.pdf.



Existing IRPs

Drama 11: Theatre Production

IRP: Drama 11 and 12: Theatre Performance and Theatre Production (2002)

In this course students gain the knowledge, skills, and attitudes necessary to become participants in the theatre process through a study of exploration, analysis, design, technical skills, management skills, historical and cultural contexts, and the interrelated roles that comprise a theatre company.

Content

- 33 PLOs organized into four areas:
 - Exploration and Analysis
 - Productions Skills
 - Context
 - Company

Skill Development

- Focus is on Productions Skills:
 - Design: understanding of visual and audio elements, and practical considerations
 - Management: organized into sections based on production, stage, house management and technical direction
 - Technical: lighting, sound, set construction, costumes, makeup and props

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002drama1112_theatreper_produc.pdf.

New Curriculum

Theatre Production 11

This course is intended to be a direct replacement of Drama 11: Theatre Production.

Content

- 18 learning standards that focus on active participation in theatre production and growth as an artist
- elements of design, principles of design, image development strategies
- technical theatre and theatre management
- drama elements, techniques, vocabulary, and symbols
- production roles (e.g. lighting, sound, costume, set design)
- personal and social responsibility associated with theatre performance
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 30 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Develop an increasingly sophisticated repertoire of production design, technical theatre and theatre management
- Create, analyze and refine productions collaboratively and as an individual

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_theatre-production_elab.pdf.



Existing IRPs

Drama 12: Theatre Production – Technical Theatre

Drama 12: Theatre Production – Theatre Management

IRP: Drama 11 and 12: Theatre Performance and Theatre Production (2002)

In this course students gain understanding of the nature and technical requirements of theatre as an expressive and communicative art form. Through analysis, guided practice, and reflection, students develop and enhance the skills they require to participate meaningfully in the theatre process—as designers, technicians, or managers.

Content

- 23 PLOs organized into four areas:
 - Exploration and Analysis
 - Productions Skills
 - Context
 - Company

Skill Development

- Focus is on Productions Skills:
 - Design: understanding of visual and audio elements, and practical considerations
 - Management: organized into sections based on production, stage, house management and technical direction
 - Technical: lighting, sound, set construction, costumes, makeup and props

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002drama1112_theatreper_produc.pdf.

New Curriculum

Theatre Production 12

This course is intended to be a direct replacement of Drama 12: Theatre Production (Technical Theatre and Theatre Management)

Content

- 18 learning standards that focus on active participation in theatre production and growth as an artist
- elements of design, principles of design, image development strategies
- technical theatre and theatre management
- drama elements, techniques, vocabulary, and symbols
- production roles (e.g. lighting, sound, costume, set design)
- personal and social responsibility associated with theatre performance
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 29 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Develop an increasingly sophisticated knowledge of theatre vocabulary, conventions and styles
- Create, analyze and refine productions collaboratively and as an individual

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_theatre-production_elab.pdf.



Existing IRPs

Drama 11: Theatre Performance – Directing and Script Development

IRP: Drama 11 and 12: Theatre Performance and Theatre Production (2002)

This course was developed as a module within Theatre Performance and Production to allow students to focus on directing and script development.

Content

- In addition to the PLOs to Theatre Performance 11 there are 23 additional PLOs organized into three areas:
 - Directing and Script Development Technique
 - Performance Applications
 - Theory

Skill Development

is organized under directing and script development

- Directing skills including:
 - Script selection, casting and the rehearsal process
- Script Development skills including:
 - Developing theme, character, vision and voice
 - Adaptation from another medium

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002drama1112_theatreper_produc.pdf.

New Curriculum

Directing and Script Development 11

This course is intended to be a direct replacement of Drama 11: Theatre Performance – Directing and Script Development

Content

- 10 learning standards that focus on writing and directing dramatic works
- drama elements, drama forms, techniques, vocabulary, and symbols
- the role of dramatic writers and directors
- literary techniques, devices and forms as applied to dramatic writing
- personal and social responsibility associated with performance
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 21 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Develop a repertoire of writing and directing vocabulary and skills
- Write and direct with an intended audience and/or message

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_directing-scriptwriting_elab.pdf.



Existing IRPs

Drama 12: Theatre Performance – Directing and Script Development

IRP: Drama 11 and 12: Theatre Performance and Theatre Production (2002)

This course was developed as a module within Theatre Performance and Production to allow students to focus on directing and script development.

Content

- In addition to the PLOs to Theatre Performance 11 there are 23 additional PLOs organized into three areas:
 - Directing and Script Development Technique
 - Performance Applications
 - Theory

Skill Development

is organized under directing and script development

- Directing skills including:
 - Script selection, casting and the rehearsal process
- Script Development skills including:
 - Developing theme, character, vision and voice
 - Adaptation from another medium

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002drama1112_theatreper_produc.pdf.

New Curriculum

Directing and Script Development 12

This course is intended to be a direct replacement of Drama 12: Theatre Performance – Directing and Script Development.

Content

- 10 learning standards that focus on writing and directing dramatic works
- drama elements, drama forms, techniques, vocabulary, and symbols
- the role of dramatic writers and directors
- literary techniques, devices and forms as applied to dramatic writing
- personal and social responsibility associated with performance
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 21 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Develop a repertoire of writing and directing vocabulary and skills
- Write and direct with an intended audience and/or message

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_directing-scriptwriting_elab.pdf.



Existing IRPs

Film and Television 11

IRP: Drama 11 and 12: Film and Television (1997)

Content

- 22 detailed PLOs organized into four areas:
 - Exploration and Analysis
 - Drama Skills
 - Context:
 - Social, Cultural and Historical
 - Industry
 - Technologies and Processes

Skill Development

- Identify how voice and movement are adjusted to create effective film and television performances
- Identify a character's primary acting objectives from a script
- Demonstrate an understanding of how performance is affected by the technical parameters of film and television
- Demonstrate an understanding of acting techniques appropriate for a variety of film and television genres

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1998drama1112_filmtv.pdf.

New Curriculum

Film and Television 11

This course is intended to be a direct replacement of Film and Television 11.

Content

- 15 learning standards that focus on moving images and growth as an artist
- moving-image elements, principles, language vocabulary, industry terms, and symbols
- pre-production, production, and post-production strategies, activities, techniques, and technologies
- historical, current, and emerging consumer and commercial moving-image formats and technologies
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through moving images

Skill Development

- 22 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Demonstrate increasingly sophisticated application of moving-image elements, conventions and skills through production

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_film-television_elab.pdf.



Existing IRPs

Film and Television 12

IRP: Drama 11 and 12: Film and Television (1997)

Content

- 19 detailed PLOs organized into four areas
 - Exploration and Analysis
 - Drama Skills
 - Context:
 - Social, Cultural and Historical
 - Industry
 - Technologies and Processes

Skill Development

- Use voice and movement to create effective film and television roles
- Maintain the integrity of a performance within the technical parameters of film and television

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1998drama1112_filmtv.pdf.

New Curriculum

Film and Television 12

Content

- 15 learning standards that focus on moving images and growth as an artist
- moving-image elements, principles, language vocabulary, industry terms, and symbols
- pre-production, production, and post-production strategies, activities, techniques, and technologies
- a variety of skills and approaches to acting for the camera
- historical, current, and emerging consumer and commercial moving-image formats and technologies
- ethical and legal implications of moving-image distribution and sharing
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through moving images

Skill Development

- 22 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Demonstrate increasingly sophisticated application of moving-image elements, conventions and skills through production
- Create moving-image works both collaboratively and as an individual to demonstrate creative thinking and innovation

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_film-television_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Musical Theatre 10 course.

New Curriculum

Musical Theatre 10

This is a new BC Ministry of Education Course.

Content

- 14 learning standards that focus on active participation in musical theatre
- audition, rehearsal and performance techniques specific to drama, music and dance
- musical theatre styles, elements, principles, techniques, vocabulary, and symbols
- role of performers, crew, and audiences
- personal and social responsibility associated with creating, performing, and responding to musical theatre
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 32 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Rehearse and perform theatrical works collaboratively
- Demonstrate increasingly sophisticated application of drama, music, and dance elements and skills through performance

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10_musical-theatre_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Musical Theatre 11 course.

New Curriculum

Musical Theatre 11

This is a new BC Ministry of Education Course.

Content

- 15 learning standards that focus on active participation in musical theatre
- audition, rehearsal and performance techniques specific to drama, music and dance
- musical theatre styles, elements, principles, techniques, vocabulary, and symbols
- local, national, global, and intercultural performers, movements, and genres
- history and theory of a variety of musical theatre genres
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 31 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Create, rehearse and perform theatrical works collaboratively
- Demonstrate increasingly sophisticated application of drama, music, and dance elements and skills through performance

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_musical-theatre_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Musical Theatre 12 course.

New Curriculum

Musical Theatre 12

This is a new BC Ministry of Education Course.

Content

- 15 learning standards that focus on active participation in musical theatre
- audition, rehearsal and performance techniques specific to drama, music and dance
- musical theatre styles, elements, principles, techniques, vocabulary, and symbols
- local, national, global, and intercultural performers, movements, and genres
- history and theory of a variety of musical theatre genres
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 34 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Create, rehearse and perform theatrical works collaboratively
- Demonstrate increasingly sophisticated application of drama, music, and dance elements and skills through performance

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_musical-theatre_elab.pdf.

Existing IRPs

Choral Music 10

IRP: Music 8–10 (1995)

Content

- Course is focused on choral performance and vocal technique development
- 29 detailed PLOs
- Organized using the following curricular organizers:
 - Structure:
 - Elements of Rhythm
 - Elements of Melody
 - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
 - Form and the Principles of Design
 - Thoughts, Images, and Feelings
 - Context:
 - Self and Community
 - Historical and Cultural

Skill Development

- Outcomes focus on technical, expressive, and analytical skills

For detailed information on the existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1995music810.pdf>.

New Curriculum

Choral Music 10

(includes **Concert Choir**, **Chamber Choir** and **Vocal Jazz**)

This course is intended to be a direct replacement of Choral Music 10, with the addition of Chamber Choir as a new course. This course is focused on growth as a choral musician.

Content

- 12 learning standards organized conceptually to address:
 - music elements, principles, vocabulary, and symbols
 - vocal technique
 - ensemble skills
- This curriculum document supports learning in three idiomatic contexts:
 - Concert Choir
 - Chamber Choir
 - Vocal Jazz

Skill Development

- 26 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Focus on creative processes supporting choral performance and musical analysis skills
- Increasingly sophisticated application of musical elements, principles, techniques, vocabulary, and symbols

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10_choral-music_elab.pdf.



Existing IRPs

Choral Music 11: Concert Choir Choral Music 11: Vocal Jazz

IRP: Music 11 and 12: Choral Music, Instrumental Music (2002)

Content

- Course is focused on choral performance and vocal technique development
- 37 detailed PLOs
- Organized using the following curricular organizers:
 - Structure:
 - Elements of Rhythm
 - Elements of Melody
 - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
 - Form and the Principles of Design
 - Thoughts, Images, and Feelings
 - Context:
 - Self and Community
 - Historical and Cultural
 - Musicianship

Skill Development

- Outcomes focus on technical, expressive, and analytical skills in the context of performance

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002music1112_choralinstrum.pdf.

New Curriculum

Choral Music 11

(includes **Concert Choir**, **Chamber Choir** and **Vocal Jazz**)

This course is intended to be a direct replacement of Choral Music 11, with the addition of Chamber Choir as a new course. This course is focused on growth as a choral musician and careers in music.

Content

- 13 learning standards organized conceptually to address:
 - music elements, principles, vocabulary, and symbols
 - vocal technique
 - ensemble skills
- This curriculum document supports learning in three idiomatic contexts:
 - Concert Choir
 - Chamber Choir
 - Vocal Jazz

Skill Development

- 33 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Focus on creative processes supporting choral performance and musical analysis skills
- Increasingly sophisticated application of musical elements, principles, techniques, vocabulary, and symbols

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_choral-music_elab.pdf.



Existing IRPs

Choral Music 12: Concert Choir Choral Music 12: Vocal Jazz

IRP: Music 11 and 12: Choral Music, Instrumental Music (2002)

Content

- Course is focused on choral performance and vocal technique development
- 36 detailed PLOs
- Organized using the following curricular organizers:
 - Structure:
 - Elements of Rhythm
 - Elements of Melody
 - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
 - Form and the Principles of Design
 - Thoughts, Images, and Feelings
 - Context:
 - Self and Community
 - Historical and Cultural
 - Musicianship

Skill Development

- Outcomes focus on technical, expressive, and analytical skills in the context of performance

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002music1112_choralinstrum.pdf.

New Curriculum

Choral Music 12

(includes **Concert Choir**, **Chamber Choir** and **Vocal Jazz**)

This course is intended to be a direct replacement of Choral Music 12, with the addition of Chamber Choir as a new course. This course is focused on musical connections to community and post-graduation pursuits.

Content

- 13 learning standards organized conceptually to address:
 - music elements, principles, vocabulary, and symbols
 - vocal technique
 - ensemble skills
- This curriculum document supports learning in three idiomatic contexts:
 - Concert Choir
 - Chamber Choir
 - Vocal Jazz

Skill Development

- 33 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Focus on creative processes supporting choral performance and musical analysis skills
- Increasingly sophisticated application of musical elements, principles, techniques, vocabulary, and symbols

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_choral-music_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Contemporary Music 10 course.

New Curriculum

Contemporary Music 10

This is a new BC Ministry of Education course. This course is focused on growth as a musician.

Content

- 13 learning standards organized conceptually to address:
 - music elements, principles, vocabulary, and symbols
 - musical skills and techniques
- supports learning in a range of idiomatic contexts and emerging musical traditions

Skill Development

- 30 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Focus on creative processes supporting choral performance and musical analysis skills
- Increasingly sophisticated application of musical elements, principles, techniques, vocabulary, and symbols

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10_contemporary-music_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Contemporary Music 11 course.

New Curriculum

Contemporary Music 11

This is a new BC Ministry of Education course. This course is focused on growth as a musician and careers in music.

Content

- 14 learning standards organized conceptually to address:
 - music elements, principles, vocabulary, and symbols
 - musical skills and techniques
- supports learning in a range of idiomatic contexts and emerging musical traditions

Skill Development

- 34 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Focus on creative processes supporting choral performance and musical analysis skills
- Increasingly sophisticated application of musical elements, principles, techniques, vocabulary, and symbols

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_contemporary-music_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Contemporary Music 12 course.

New Curriculum

Contemporary Music 12

This is a new BC Ministry of Education course. This course is focused on musical connections to community and post-graduation pursuits.

Content

- 13 learning standards organized conceptually to address:
 - music elements, principles, vocabulary, and symbols
 - musical skills and techniques
- supports learning in a range of idiomatic contexts and emerging musical traditions

Skill Development

- 38 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Focus on creative processes supporting choral performance and musical analysis skills
- Increasingly sophisticated application of musical elements, principles, techniques, vocabulary, and symbols

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_contemporary-music_elab.pdf.



Existing IRPs

Music: Composition and Technology 11

IRP: Music 11 and 12 Composition and Technology (1997)

Content

- Course is focused on formalization of composition processes and techniques
- 38 detailed PLOs
- Organized using the following curricular organizers:
 - Structure:
 - Elements of Rhythm
 - Elements of Melody
 - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
 - Form and the Principles of Design
 - Thoughts, Images, and Feelings
 - Context:
 - Self and Community
 - Historical and Cultural
 - Applications of Technology

Skill Development

- Outcomes focus on creation, manipulation, and reproduction skills

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997music1112_comptech.pdf.

New Curriculum

Composition and Production 11

This course is intended to be a direct replacement of Composition and Technology 11.

Content

- Course is focused on growth as a composer and producer, and the exploration of careers in music
- 19 learning standards organized conceptually to address:
 - music elements, principles, vocabulary, and symbols
 - composition and production techniques
 - music technologies

Skill Development

- 34 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Focus on creative processes supporting composition for a variety of instrumentations and ensemble contexts
- Increasingly sophisticated application of musical elements, principles, techniques, vocabulary, and symbols

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_composition-production_elab.pdf.



Existing IRPs

Music: Composition and Technology 12

IRP: Music 11 and 12 Composition and Technology (1997)

Content

- Course is focused on instrumental performance and technique development
- 33 detailed PLOs
- Organized using the following curricular organizers:
 - Structure:
 - Elements of Rhythm
 - Elements of Melody
 - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
 - Form and the Principles of Design
 - Thoughts, Images, and Feelings
 - Context:
 - Self and Community
 - Historical and Cultural
 - Applications of Technology

Skill Development

- Outcomes focus on physical properties of sound and sound synthesis

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997music1112_comptech.pdf.

New Curriculum

Composition and Production 12

This course is intended to be a direct replacement of Composition and Technology 12. This course is focused on growth as a composer and producer, musical connections to community, and post-graduation pursuits.

Content

- 19 learning standards organized conceptually to address:
 - music elements, principles, vocabulary, and symbols
 - composition and production techniques
 - music technologies

Skill Development

- 36 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Focus on creative processes supporting composition for a variety of instrumentations and ensemble contexts
- Increasingly sophisticated application of musical elements, principles, techniques, vocabulary, and symbols

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_composition-production_elab.pdf.



Existing IRPs

Music 10: Concert Band

Music 10: Orchestral Strings

Music 10: Jazz Band

Music 10: Guitar

Content

- Course is focused on instrumental performance and technique development
- 29 detailed PLOs
- Organized using the following curricular organizers:
 - Structure:
 - Elements of Rhythm
 - Elements of Melody
 - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
 - Form and the Principles of Design
 - Thoughts, Images, and Feelings
 - Context:
 - Self and Community
 - Historical and Cultural

Skill Development

- Outcomes focus on technical, expressive, and analytical skills

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/mu10_sup.pdf.

New Curriculum

Instrumental Music 10

(includes **Concert Band**, **Orchestra**, **Jazz Band** and **Guitar**)

This course is intended to be a direct replacement of Music 10 (Concert Band, Jazz Band, Orchestral Strings, Guitar). This course is focused on growth as an instrumental musician.

Content

- 12 learning standards organized conceptually to address:
 - music elements, principles, vocabulary, and symbols
 - instrumental technique
 - ensemble skills
- This curriculum document supports learning in four idiomatic contexts:
 - Concert Band
 - Jazz Band
 - Orchestra
 - Guitar

Skill Development

- 26 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Focus on creative processes supporting choral performance and musical analysis skills
- Increasingly sophisticated application of musical elements, principles, techniques, vocabulary, and symbols

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10_instrumental-music_elab.pdf.



Existing IRPs

Instrumental Music 11: Concert Band

Instrumental Music 11: Orchestral Strings

Instrumental Music 11: Jazz Band

Instrumental Music 11: Guitar

IRP: Music 11 and 12: Choral Music, Instrumental Music (2002)

Content

- Course is focused on instrumental performance and technique development
- 35 detailed PLOs
- Organized using the following curricular organizers:
 - Structure:
 - Elements of Rhythm
 - Elements of Melody
 - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
 - Form and the Principles of Design
 - Thoughts, Images, and Feelings
 - Context:
 - Self and Community
 - Historical and Cultural
 - Musicianship

Skill Development

- Outcomes focus on technical, expressive, and analytical skills in the context of performance

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/mu10_sup.pdf.

New Curriculum

Instrumental Music 11

(includes **Concert Band**, **Orchestra**, **Jazz Band** and **Guitar**)

This course is intended to be a direct replacement of Instrumental Music 11 (Concert Band, Jazz Band, Orchestral Strings, Guitar). This course is focused on growth as an instrumental musician and careers in music.

Content

- 13 learning standards organized conceptually to address:
 - music elements, principles, vocabulary, and symbols
 - instrumental technique
 - ensemble skills
- This curriculum document supports learning in three idiomatic contexts:
 - Concert Band
 - Jazz Band
 - Orchestra
 - Guitar

Skill Development

- 33 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Focus on creative processes supporting choral performance and musical analysis skills
- Increasingly sophisticated application of musical elements, principles, techniques, vocabulary, and symbols

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_instrumental-music_elab.pdf.



Existing IRPs

Instrumental Music 12: Concert Band

Instrumental Music 12: Orchestral Strings

Instrumental Music 12: Jazz Band

Instrumental Music 12: Guitar

IRP: Music 11 and 12: Choral Music, Instrumental Music (2002)

Content

- Course is focused on instrumental performance and technique development
- 36 detailed PLOs
- Organized using the following curricular organizers:
 - Structure:
 - Elements of Rhythm
 - Elements of Melody
 - Elements of Expression (including harmony, texture, dynamics, tempo, timbre, and articulation)
 - Form and the Principles of Design
 - Thoughts, Images, and Feelings
 - Context:
 - Self and Community
 - Historical and Cultural
 - Musicianship

Skill Development

- Outcomes focus on technical, expressive, and analytical skills in the context of performance

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/mu10_sup.pdf.

New Curriculum

Instrumental Music 12

(includes **Concert Band**, **Orchestra**, **Jazz Band** and **Guitar**)

This course is intended to be a direct replacement of Instrumental Music 12 (Concert Band Orchestral Strings, Jazz Band, Guitar). This course is focused on musical connections to community and post-graduation pursuits.

Content

- 13 learning standards organized conceptually to address:
 - music elements, principles, vocabulary, and symbols
 - instrumental technique
 - ensemble skills
- supports learning in the following idiomatic contexts:
 - Concert Band
 - Jazz Band
 - Orchestra
 - Guitar

Skill Development

- 36 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Focus on creative processes supporting choral performance and musical analysis skills
- Increasingly sophisticated application of musical elements, principles, techniques, vocabulary, and symbols

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_instrumental-music_elab.pdf.



ARTS EDUCATION – Visual Arts

Existing IRPs

Visual Arts 10: General

IRP: Visual Arts 8–10 (1995)

Content

- 37 detailed PLOs
- Organized using the following curricular organizers:
 - Image-Development and Design Strategies
 - Contexts (Personal, Social, Cultural, and Historical)
 - Visual Elements and Principles of Art and Design
 - Materials, Technologies, and Processes
- Focus on:
 - creating, perceiving and responding to varied arts mediums
 - a variety of 2D and 3D art mediums

Skill Development

- A set of outcomes to help students explore materials, technologies and processes for potential further development and study
- Creating and communicating meaning through images to satisfy a range of personal and social needs

For detailed information on the existing IRP please see:

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1995visualarts810.pdf>.

New Curriculum

Art Studio 10

This course is intended to be a direct replacement of Visual Arts 10.

Content

- 13 learning standards that focus on growth as an artist
- visual arts elements, principles of design, and image development strategies
- a variety of materials, strategies, techniques, and technologies that support creative processes
- a range of local, national, global, and intercultural artists and movements, contexts, time periods and cultures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives

Skill Development

- 24 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Develop artistic skills and techniques in a range of styles and movements and a variety of technologies and processes

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10_art-studio_elab.pdf.



Existing IRPs

Art Foundations 11

IRP: Visual Arts 11 and 12: Art Foundations and Studio Arts (2002)

Content

- 36 detailed PLOs
- Organized using the following curricular organizers:
 - Image-Development and Design Strategies
 - Contexts (Personal, Social, Cultural, and Historical)
 - Visual Elements and Principles of Art and Design
 - Materials, Technologies, and Processes
- Focus on:
 - creating, perceiving and responding to varied arts mediums
 - a variety of 2D and 3D art mediums

Skill Development

- A set of outcomes to help students explore materials, technologies and processes for potential further development and study
- Develop a personal visual voice as artists
- Increase their level of sophistication, complexity and independence through art making

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

New Curriculum

Art Studio 11

This course is intended to be a direct replacement of Art Foundations 11.

Content

- 14 learning standards that focus on growth as an artist
- visual arts elements, principles of design, and image development strategies
- a variety of materials, strategies, techniques, and technologies that support creative processes
- a range of local, national, global, and intercultural artists and movements, contexts, time periods and cultures
- Traditional and contemporary Aboriginal worldviews and history, and cross-cultural perspectives

Skill Development

- 29 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Develop artistic skills and techniques in a range of styles and movements and a variety of technologies and processes
- Create artistic works to reflect personal voice, story, and values in connection with a specific place, time, and context

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_art-studio_elab.pdf.



Existing IRPs

Art Foundations 12

IRP: Visual Arts 11 and 12: Art Foundations and Studio Arts (2002)

Content

- 38 detailed PLOs
- Organized using the following curricular organizers:
 - Image-Development and Design Strategies
 - Contexts (Personal, Social, Cultural, and Historical)
 - Visual Elements and Principles of Art and Design
 - Materials, Technologies, and Processes
- Focus on:
 - creating, perceiving and responding to varied arts mediums
 - a variety of 2D and 3D art mediums

Skill Development

- A set of outcomes to help students explore materials, technologies and processes for potential further development and study
- Develop a personal visual voice as artists
- Increase in sophistication, complexity and independence through art making
- Refine technical proficiency of materials, technologies and processes
- Increase in confidence when analyzing and applying design elements
- Explore a range of visual arts careers

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

New Curriculum

Art Studio 12

This course is intended to be a direct replacement of Art Foundations 12.

Content

- 15 learning standards that focus on growth as an artist
- visual arts elements, principles of design, and image development strategies
- a variety of materials, strategies, techniques, and technologies that support creative processes
- history and theory of a variety of artistic movements, including their role in historical and contemporary societies
- a range of local, national, global, and intercultural artists and movements, contexts, time periods and cultures
- Traditional and contemporary Aboriginal worldviews and history, and cross-cultural perspectives
- Ethics, cultural appropriation and social justice issues communicated through visual arts

Skill Development

- 28 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Expand increasingly sophisticated artistic skills and techniques in a range of styles and movements and a variety of technologies and processes
- Create artistic works to reflect personal voice, story, and values in connection with a specific place, time, and context
- Explore the career opportunities of professional artists and others in related careers

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_art-studio_elab.pdf.



Existing IRPs

Visual Arts 10: Drawing and Painting

IRP: Supplement to the VISUAL ARTS 8 TO 10 IRP (1995) Required Program Model Content for Visual Arts 10: Ceramics and Sculpture, Drawing and Painting, Media Arts

Content

- 37 detailed PLOs
- 15 discipline specific PLOs
- Organized using the following curricular organizers:
 - Image-Development and Design Strategies
 - Contexts (Personal, Social, Cultural, and Historical)
 - Visual Elements and Principles of Art and Design
 - Materials, Technologies, and Processes
- Focus on:
 - creating, perceiving and responding to varied drawing and painting mediums

Skill Development

- A set of outcomes to help students explore drawing and painting materials, technologies and processes for focused development and study
- Creating and communicating meaning through images to satisfy a range of personal and social needs

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/va10_sup.pdf.

New Curriculum

Drawing and Painting 10

This course is intended to be a direct replacement of Visual Arts 10: Drawing and Painting.

Content

- 13 learning standards that focus on growth as an artist
- visual arts elements, principles of design, and image development strategies
- a range of drawing and painting materials, technologies, and processes
- a range of local, national, global, and intercultural artists and movements, contexts, time periods and cultures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives through drawing and painting

Skill Development

- 25 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Develop artistic skills and techniques in a range of styles and movements and using a variety of technologies and processes

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10_drawing-painting_elab.pdf.



Existing IRPs

Studio Arts 11: Drawing and Painting

IRP: Visual Arts 11 and 12: Art Foundations and Studio Arts (2002)

Content

- 36 detailed PLOs
- 14 discipline specific PLOs
- Organized using the following curricular organizers:
 - Image-Development and Design Strategies
 - Contexts (Personal, Social, Cultural, and Historical)
 - Visual Elements and Principles of Art and Design
 - Materials, Technologies, and Processes
- Focus on:
 - creating, perceiving and responding to varied drawing and painting mediums

Skill Development

- A set of outcomes to help students explore drawing and painting materials, technologies and processes for focused development and study
- Creating and communicating meaning through images to satisfy a range of personal and social needs
- Develop a personal visual voice as artists
- Increase their level of sophistication, complexity and independence through drawing and painting

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

New Curriculum

Drawing and Painting 11

This course is intended to be a direct replacement of Studio Arts 11: Drawing and Painting.

Content

- 15 learning standards that focus on growth as an artist
- visual arts elements, principles of design, and image development strategies
- a range of drawing and painting materials, technologies, and processes
- a range of local, national, global, and intercultural artists and movements, contexts, time periods and cultures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives through drawing and painting

Skill Development

- 30 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Develop artistic skills and techniques in a range of styles and movements and using a variety of technologies and processes

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_drawing-painting_elab.pdf.



Existing IRPs

Studio Arts 12: Drawing and Painting

IRP: Visual Arts 11 and 12: Art Foundations and Studio Arts (2002)

Content

- 45 detailed PLOs
- 14 discipline specific PLOs
- Organized using the following curricular organizers:
 - Image-Development and Design Strategies
 - Contexts (Personal, Social, Cultural, and Historical)
 - Visual Elements and Principles of Art and Design
 - Materials, Technologies, and Processes
- Focus on:
 - creating, perceiving and responding to varied drawing and painting mediums

Skill Development

- A set of outcomes to help students explore drawing and painting materials, technologies and processes for focused development and study
- Develop a personal visual voice as artists
- Increase in sophistication, complexity and independence through drawing and painting
- Refine technical proficiency of materials, technologies and processes
- Increase in confidence when analyzing and applying design elements
- Explore a range of drawing and painting related careers

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

New Curriculum

Drawing and Painting 12

This course is intended to be a direct replacement of Studio Arts 12: Drawing and Painting

Content

- 15 learning standards that focus on growth as an artist
- visual arts elements, principles of design, and image development strategies
- a range of drawing and painting materials, technologies, and processes
- a range of local, national, global, and intercultural artists and movements, contexts, time periods and cultures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives through drawing and painting

Skill Development

- 29 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Develop artistic skills and techniques in a range of styles and movements and using a variety of technologies and processes

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_drawing-painting_elab.pdf.



Existing IRPs

Studio Arts 11: Printmaking and Graphic Design

IRP: Visual Arts 11 and 12: Art Foundations and Studio Arts (2002)

Content

- 36 detailed PLOs
- 12 discipline specific PLOs
- Organized using the following curricular organizers:
 - Image-Development and Design Strategies
 - Contexts (Personal, Social, Cultural, and Historical)
 - Visual Elements and Principles of Art and Design
 - Materials, Technologies, and Processes
- Focus on:
 - creating, perceiving and responding to varied printmaking and graphic design mediums such as screen prints, woodcuts, etching, or monotypes

Skill Development

- A set of outcomes to help students explore printmaking and graphic design materials, technologies and processes for focused development and study
- Creating and communicating meaning through images to satisfy a range of personal and social needs
- Develop a personal visual voice as artists
- Increase their level of sophistication, complexity and independence through printmaking and graphic design

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

New Curriculum

Graphic Arts 11

This course is intended to be a direct replacement of Studio Arts 11: Printmaking and Graphic Design.

Content

- 14 learning standards that focus on growth as an artist
- visual arts elements, principles of design, and image development strategies
- a range of printmaking and graphic forms, materials, technologies, and processes
- contributions of innovative graphic artists from a variety of movements and contexts
- a range of local, national, global, and intercultural artists and movements, contexts, time periods and cultures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives through graphic arts

Skill Development

- 29 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Make graphic works collaboratively and as an individual using imagination, observation and inquiry
- Develop skills and techniques in a range of styles and movements and using a variety of technologies and processes

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_graphic-arts_elab.pdf.



Existing IRPs

Studio Arts 12: Printmaking and Graphic Design

IRP: Visual Arts 11 and 12: Art Foundations and Studio Arts (2002)

Content

- 45 detailed PLOs
- 12 discipline specific PLOs
- Organized using the following curricular organizers:
 - Image-Development and Design Strategies
 - Contexts (Personal, Social, Cultural, and Historical)
 - Visual Elements and Principles of Art and Design
 - Materials, Technologies, and Processes
- Focus on:
 - creating, perceiving and responding to varied printmaking and graphic design mediums such as screen prints, woodcuts, etching, or monotypes

Skill Development

- A set of outcomes to help students explore printmaking and graphic design materials, technologies and processes for focused development and study
- Develop a personal visual voice as artists
- Increase their level of sophistication, complexity and independence through printmaking and graphic design
- Refine technical proficiency of materials, technologies and processes
- Increase in confidence when analyzing and applying design elements
- Explore a range of printmaking and graphic arts careers

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

New Curriculum

Graphic Arts 12

This course is intended to be a direct replacement of Studio Arts 12: Printmaking and Graphic Design.

Content

- 15 learning standards that focus on growth as an artist
- visual arts elements, principles of design, and image development strategies
- a range of printmaking and graphic forms, materials, technologies, and processes
- contributions of innovative graphic artists from a variety of movements and contexts
- a range of local, national, global, and intercultural artists and movements, contexts, time periods and cultures
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives through graphic arts

Skill Development

- 28 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Make graphic works collaboratively and as an individual using imagination, observation and inquiry
- Develop skills and techniques in a range of styles and movements and using a variety of technologies and processes

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_graphic-arts_elab.pdf.



Existing IRPs

Visual Arts 10: Media Arts

Supplement to the VISUAL ARTS 8 TO 10 IRP (1995) Required Program Model Content for Visual Arts 10: Ceramics and Sculpture, Drawing and Painting, Media Arts

Content

- 37 detailed PLOs
- Organized using the following curricular organizers:
 - Image-Development and Design Strategies
 - Contexts (Personal, Social, Cultural, and Historical)
 - Visual Elements and Principles of Art and Design
 - Materials, Technologies, and Processes
- Focus on:
 - design and production through the use of varied media, such as computer animation, Claymation, stop motion, or projection

Skill Development

- A set of outcomes to help students explore materials, technologies and processes while specializing in areas of interest, self-direct the design process, select career paths while accessing community and school based resources, create a dialogue to perceive, respond to and create images

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/va10_sup.pdf.

New Curriculum

Media Arts 10

This course is intended to be a direct replacement of Visual Arts 10: Media Arts.

Content

- 15 learning standards that focus on growth as an artist
- media technologies, elements and principles of design, and image development strategies
- a range of materials, processes and techniques and image sources
- local, national, global, and intercultural media artists as well as the influence of movements, contexts, time periods and cultures
- ethical, moral and legal considerations in media arts
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives through media arts

Skill Development

- 32 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Create media collaboratively and as an individual using imagination, observation and inquiry
- Develop skills and techniques in a range of styles and movements and using a variety of technologies and processes

For detailed information on the new curriculum please see:

<https://curriculum.gov.bc.ca/curriculum/10-12#ae>.



Existing IRPs

Visual Arts 11: Media Arts

IRP: Visual Arts 11 and 12: Media Arts (1997)

Content

- 26 detailed PLOs
- Organized using the following curricular organizers:
 - Image-Development and Design Strategies
 - Context
 - Visual Elements and Principles of Art and Design
 - Materials, Technologies and Processes
- Focus on:
 - design and production through the use of varied media, such as computer animation, Claymation, stop motion, or projection

Skill Development

- A set of outcomes to help students explore materials, technologies and processes while specializing in areas of interest, self-direct the design process, select career paths while accessing community and school based resources, create a dialogue to perceive, respond to and create images.

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997visualarts1112_mediaarts.pdf.

New Curriculum

Media Arts 11

This course is intended to be a direct replacement of Visual Arts 11: Media Arts.

Content

- 16 learning standards that focus on growth as an artist
- media technologies, elements and principles of design, and image development strategies
- a range of materials, processes and techniques and image sources
- local, national, global, and intercultural media artists as well as the influence of movements, contexts, time periods and cultures
- ethical, moral and legal considerations in media arts
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives through media arts

Skill Development

- 32 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Create media collaboratively and as an individual using imagination, observation and inquiry
- Develop skills and techniques in a range of styles and movements and using a variety of technologies and processes

For detailed information on the new curriculum please see:

<https://curriculum.gov.bc.ca/curriculum/10-12#ae>.



Existing IRPs

Visual Arts 12: Media Arts

IRP: Visual Arts 11 and 12: Media Arts (1997)

Content

- This course is focused on design and production through the use of varied arts mediums.
- 27 detailed PLOs
- Organized using the following curricular organizers:
 - Image-Development and Design Strategies
 - Context
 - Visual Elements and Principles of Art and Design
 - Materials, Technologies and Processes
- Focus on:
 - design and production through the use of varied media, such as computer animation, Claymation, stop motion, or projection

Skill Development

- A set of outcomes to help students: explore materials, technologies and processes while specializing in areas of interest, self-direct the design process, select career paths while accessing community and school based resources, create a dialogue to perceive, respond to and create images.

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/1997visualarts1112_mediaarts.pdf.

New Curriculum

Media Arts 12

This course is intended to be a direct replacement of Visual Arts 12: Media Arts.

Content

- 19 learning standards that focus on growth as an artist
- media technologies, elements and principles of design, and image development strategies
- a range of materials, processes and techniques and image sources
- local, national, global, and intercultural media artists as well as the influence of movements, contexts, time periods and cultures
- ethical, moral and legal considerations in media arts
- Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives through media arts

Skill Development

- 25 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Create media collaboratively and as an individual using imagination, observation and inquiry
- Develop skills and techniques in a range of styles and movements and using a variety of technologies and processes

For detailed information on the new curriculum please see:

<https://curriculum.gov.bc.ca/curriculum/10-12#ae>.



Existing IRPs

There is no existing Ministry-developed Photography 10 course.

New Curriculum

Photography 10

This is a new BC Ministry of Education course.

Content

- 17 learning standards that focus on growth as a photographer
- visual arts elements, principles, and image development strategies as they apply to photography
- a range of materials, techniques and processes used in photography, as well as behaviours of light
- local, national, global, and intercultural photographers as well as the influence of movements, contexts, time periods and cultures on photographic works
- personal and social responsibility, including cultural appropriation
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives through photography

Skill Development

- 27 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Create photographic works collaboratively and as an individual using imagination, observation and inquiry
- Develop skills and techniques in a range of styles and movements and using a variety of image-making technologies and processes

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10_photography_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Photography 11 course.

New Curriculum

Photography 11

This is a new BC Ministry of Education course.

Content

- 17 learning standards that focus on growth as a photographer
- visual arts elements, principles, and image development strategies as they apply to photography
- a range of materials, techniques and processes used in photography, as well as behaviours of light
- local, national, global, and intercultural photographers as well as the influence of movements, contexts, time periods and cultures on photographic works
- personal and social responsibility, including cultural appropriation
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives through photography

Skill Development

- 32 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Create photographic works collaboratively and as an individual using imagination, observation and inquiry
- Develop skills and techniques in a range of styles and movements and using a variety of image-making technologies and processes

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_photography_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Photography 12 course.

New Curriculum

Photography 12

This is a new BC Ministry of Education course.

Content

- 17 learning standards that focus on growth as a photographer
- visual arts elements, principles, and image development strategies as they apply to photography
- a range of materials, techniques and processes used in photography, as well as behaviours of light
- local, national, global, and intercultural photographers as well as the influence of movements, contexts, time periods and cultures on photographic works
- personal and social responsibility, including cultural appropriation
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives through photography

Skill Development

- 32 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Create photographic works collaboratively and as an individual using imagination, observation and inquiry
- Develop skills and techniques in a range of styles and movements and using a variety of image-making technologies and processes

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_photography_elab.pdf.



Existing IRPs

Visual Arts 10: Ceramics and Sculpture

IRP: Supplement to the VISUAL ARTS 8 TO 10 IRP (1995) Required Program Model Content for Visual Arts 10: Ceramics and Sculpture, Drawing and Painting, Media Arts

Content

- 37 detailed PLOs
- 12 discipline specific PLOs
- Organized using the following curricular organizers:
 - Image-Development and Design Strategies
 - Contexts (Personal, Social, Cultural, and Historical)
 - Visual Elements and Principles of Art and Design
 - Materials, Technologies, and Processes
- Focus on:
 - Creating, perceiving and responding to varied sculpture mediums such as ceramics, wood, metal, or paper

Skill Development

- A set of outcomes to help students explore additive and subtractive sculptural materials, technologies and processes for focused development and study
- Creating and communicating meaning through images to satisfy a range of personal and social needs

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/supportingmaterial/va10_sup.pdf.

New Curriculum

Sculpture 10

This course is intended to be a direct replacement of Ceramics and Sculpture 10.

Content

- 16 learning standards that focus on growth as an artist
- visual arts elements, principles of design, and image development strategies
- a range of materials, technologies and processes
- local, national, global, and intercultural artists as well as the influence of social, cultural, historical, political, and personal contexts on artistic works
- personal and social responsibility, including cultural appropriation
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives through sculpture

Skill Development

- 25 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Create artistic works collaboratively and as an individual using imagination, observation and inquiry
- Develop artistic skills and techniques in a range of styles and movements

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_10_sculpture_elab.pdf.



Existing IRPs

Studio Arts 11: Ceramics and Sculpture

IRP: Visual Arts 11 and 12: Art Foundations and Studio Arts (2002)

Content

- 36 detailed PLOs
- 13 discipline specific PLOs
- Organized using the following curricular organizers:
 - Image-Development and Design Strategies
 - Contexts (Personal, Social, Cultural, and Historical)
 - Visual Elements and Principles of Art and Design
 - Materials, Technologies, and Processes
- Focus on:
 - Creating, perceiving and responding to varied sculpture mediums such as ceramics, wood, metal, or paper.

Skill Development

- A set of outcomes to help students explore additive and subtractive sculptural materials, technologies and processes for focused development and study
- Develop a personal visual voice as artists
- Increase their level of sophistication, complexity and independence through additive and subtractive sculptural processes

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

New Curriculum

Sculpture 11

This course is intended to be a direct replacement of Ceramics and Sculpture 11.

Content

- 17 learning standards that focus on growth as an artist
- visual arts elements, principles of design, and image development strategies
- a range of materials, technologies and processes
- contributions of innovative visual artists from a variety of movements, contexts, time periods and cultures.
- personal and social responsibility, including the ethics of cultural appropriation
- First Peoples' relationships with the land and natural resources as revealed through sculpture

Skill Development

- 30 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Create artistic works collaboratively and as an individual using imagination, observation and inquiry
- Develop artistic skills and techniques in a range of styles and movements

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_11_sculpture_elab.pdf.



Existing IRPs

Studio Arts 12: Ceramics and Sculpture

IRP: Visual Arts 11 and 12: Art Foundations and Studio Arts (2002)

Content

- 45 detailed PLOs
- 13 discipline specific PLOs
- Organized using the following curricular organizers:
 - Image-Development and Design Strategies
 - Contexts (Personal, Social, Cultural, and Historical)
 - Visual Elements and Principles of Art and Design
 - Materials, Technologies, and Processes
- Focus on:
 - Creating, perceiving and responding to varied sculpture mediums such as ceramics, wood, metal, or paper

Skill Development

- A set of outcomes to help students explore additive and subtractive sculptural materials, technologies and processes for focused development and study
- Develop a personal visual voice as artists
- Increase their level of sophistication, complexity and independence through sculptural processes
- Refine technical proficiency of materials, technologies and processes
- Increase in confidence when analyzing and applying design elements
- Explore a range of sculpture related careers

For detailed information on the existing IRP please see:

http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/artseducation/2002visualarts1112_artfoundstudioarts.pdf.

New Curriculum

Sculpture 12

This course is intended to be a direct replacement of Ceramics and Sculpture 12.

Content:

- 17 learning standards that focus on growth as an artist
- visual arts elements, principles of design, and image development strategies
- a variety of materials, techniques, technologies that support creative processes
- the influence of visual culture in social and other media
- contributions of innovative visual artists from a variety of movements, contexts, time periods and cultures
- First Peoples' relationships with the land and natural resources as revealed through sculpture

Skill Development

- 28 well-developed learning standards organized into 4 areas that span Kindergarten to Grade 12:
 - Exploring and Creating
 - Reasoning and Reflecting
 - Communicating and Documenting
 - Connecting and Expanding (Grade 9–12)
- Create artistic works collaboratively and as an individual using imagination, observation and inquiry
- Develop artistic skills and techniques in a range of styles and movements

For detailed information on the new curriculum please see:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/arts-education/en_ae_12_sculpture_elab.pdf.



APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Home Economics

Existing IRPs

Home Economics: Family Studies 10 to 12 – Family Studies 10

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_famstudies1012.pdf.

New Curriculum

Family and Society 10

Content

- 7 learning standards related to aspects of family, organized conceptually to address:
 - Definitions of family structure and roles
 - Influences on the family
 - Challenges for families
- Focus includes local and global perspectives on family

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_10_fsc_elab.pdf.



Existing IRPs

Home Economics: Family Studies 10 to 12 – Family Studies 11

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_famstudies1012.pdf.

New Curriculum

Interpersonal and Family Relationships 11

Content

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

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_ifr_elab.pdf.



Existing IRPs

Home Economics: Family Studies 10 to 12 – Family Studies 12

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_famstudies1012.pdf.

New Curriculum

Housing and Living Environments 12

Content

- 6 learning standards related to housing in a variety of contexts, organized conceptually to address:
 - regulations regarding shelter and housing
 - policies regarding land use, building and renovation of housing
 - financial considerations
 - exterior and interior design
 - housing options
- Focus includes local and global perspectives on housing

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_hle_elab.pdf.

Human Services 11 and 12 – Human Services 11

Discontinued

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1987cg_humanservices.pdf.



Existing IRPs

Human Services 11 and 12 – Human Services 12

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1987cg_humanservices.pdf.

New Curriculum

Child Development and Caregiving 12

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

Content

- 8 learning standards related to aspects of child development and caregiving, organized conceptually to address:
 - pregnancy and birth
 - child development to age 12
 - regulations regarding child protection and child care
 - caregiving
 - community resources
- Focus includes local and global perspectives on child development and caregiving

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_cdc_elab.pdf.



Existing IRPs

Home Economics: Foods and Nutrition 8 to 12 – Foods and Nutrition 10

Content

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

Skill Development

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

For detailed information on the existing IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_foodnutri812.pdf.

New Curriculum

Food Studies 10

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

Content

- 6 learning standards
- The content is related to aspects of food organized, conceptually with a focus on:
 - health
 - social
 - environmental
 - economical
 - ethical
- Focus includes local and global perspectives on food systems and preparation

Skill Development

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

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

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

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_10_fst_elab.pdf.



Existing IRPs

Home Economics: Foods and Nutrition 8 to 12 – Foods and Nutrition 11

Content

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

Skill Development

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

For detailed information on the existing IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_foodnutri812.pdf.

New Curriculum

Food Studies 11

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

Content

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

Skill Development

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

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

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

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_fst_elab.pdf.



Existing IRPs

Home Economics: Foods and Nutrition 8 to 12 – Foods and Nutrition 12

Content

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

Skill Development

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

For detailed information on the existing IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_foodnutri812.pdf.

New Curriculum

Food Studies 12

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

Content

- 7 Learning standards organized conceptually, with a focus on:
 - recipe design
 - food justice
 - government policies
 - health
- Focus includes local and global perspectives on food systems and preparation

Skill Development

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

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

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

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_fst_elab.pdf.



Existing IRPs

Home Economics: Textiles 8 to 12 – Textiles 10

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_textiles812.pdf.

New Curriculum

Textiles 10

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

Content

- 5 learning standards, organized conceptually, with a focus on:
 - textiles origins
 - principles of design
 - textile choice
 - pattern alteration

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_10_tex_elab.pdf.



Existing IRPs

Home Economics: Textiles 8 to 12 – Textiles 11

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_textiles812.pdf.

New Curriculum

Textiles 11

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

Content

- 7 learning standards organized conceptually, with a focus on:
 - symbolism in design
 - textile selection
 - pattern modification
 - economical and ethical issues
- Focus on local and global perspectives on textile use

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_tex_elab.pdf.



Existing IRPs

Home Economics: Textiles 8 to 12 – Textiles 12

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2007he_textiles812.pdf.

New Curriculum

Textiles 12

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

Content

- 6 learning standards organized conceptually, with a focus on:
 - pattern design
 - textile manipulation
 - legislation regarding textile production and care
 - history of textile use
 - textile forecasting
- Focus on local and global perspectives in textile use

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_tex_elab.pdf.

Existing IRPs

New Curriculum

Business Education 8 to 10 – Business Communications 10

Discontinued

Content

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

Skill Development

- Keyboarding and use of communication tools
- Presentation skills

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1997bused810.pdf.



Existing IRPs

New Curriculum

Business Education 8 to 10 – Finance 10

Discontinued

Content

- Introduces concepts used in financial markets and currency
- 2 detailed PLOs
- This course is one of five within a collection of 5, each with a curriculum focused on:
 - Business Communications
 - Finance
 - Entrepreneurship
 - Marketing
 - Economics

Skill Development

- Currency and investment valuation
- Problem solving

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1997bused810.pdf.

Business Education 8 to 10 – Economics 10*Discontinued***Content**

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1997bused810.pdf.



Existing IRPs

Business Education 8 to 10 – Entrepreneurship 10

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1997bused810.pdf.

New Curriculum

Entrepreneurship and Marketing 10

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

Content

- 6 learning standards, organized conceptually to address:
 - entrepreneurial opportunity
 - innovation
 - product development
 - focus on combining principles of business development with market awareness

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_10_ent_elab.pdf.



Existing IRPs

New Curriculum

Business Education 8 to 10 – Marketing 10

Discontinued

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1997bused810.pdf.



Existing IRPs

There is no existing Ministry-developed Entrepreneurship 11 course.

New Curriculum

Entrepreneurship 11

Content

- 7 learning standards, organized conceptually to address:
 - personal networking
 - managing finances
 - sources of investment

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_ent_elab.pdf.



Existing IRPs

New Curriculum

Business Education 11 and 12 and Economics 12 – Entrepreneurship 12

New course under development.

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.



Existing IRPs

Business Education 11 and 12 and Economics 12 – Marketing 11

Content

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

Skill Development

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

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

New Curriculum

Marketing and Promotion 11

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

Content

- 11 learning standards organized conceptually to address:
 - targeting markets
 - influential advertising
 - various forms of advertisement

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_mpr_elab.pdf.



Existing IRPs

Business Education 11 and 12 and Economics 12 – Marketing 12

Content

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

Skill Development

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

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

New Curriculum

E-Commerce 12

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

Content

- 8 learning standards organized conceptually to address:
 - economics of e-commerce
 - revenue models
 - developing digital retail environments

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_ecm_elab.pdf.



Existing IRPs

Business Education 11 and 12 and Economics 12 – Accounting 11

Content

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

Skill Development

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

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

New Curriculum

Accounting 11

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

Content

- 10 learning standards organized conceptually to address:
 - current accounting standards and practices
 - financial decision making
 - career opportunities

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_acc_elab.pdf.



Existing IRPs

Business Education 11 and 12 and Economics 12 – Accounting 12

Content

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

Skill Development

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

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

New Curriculum

Accounting 12

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

Content

- 8 learning standards organized conceptually to address:
 - financial reporting for partnerships and corporations
 - specialized accounting
 - detailed accounting reports

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_acc_elab.pdf.



Existing IRPs

Business Education 11 and 12 and Economics 12 – Financial Accounting 12

Content

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

Skill Development

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

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

New Curriculum

Financial Accounting 12

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

Content

- 10 learning standards organized conceptually to address:
 - advanced accounting systems
 - specialized accounting
 - tax systems
 - short and long term assets

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_fin_elab.pdf.



Existing IRPs

New Curriculum

Business Education 11 and 12 and Economics 12 – Business Computer Applications 11

New course under development.

Content

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

Skill Development

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

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.



Existing IRPs

New Curriculum

Business Education 11 and 12 and Economics 12 – Business Information Management 12

New course under development.

Content

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

Skill Development

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

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.



Existing IRPs

New Curriculum

Business Education 11 and 12 and Economics 12 – Data Management 12

New course under development.

Content

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

Skill Development

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

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.



Existing IRPs

Business Education 11 and 12 and Economics 12 – Economics 12

This course is outlined in the Social Studies articulation guide.

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.

New Curriculum

Economics 12

This course is outlined in the Social Studies articulation guide.

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/social-studies/en_ss_12_eco_elab.pdf.



Existing IRPs

New Curriculum

Business Education 11 and 12 and Economics 12 – Management Innovation 12

Discontinued

Content

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

Skill Development

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

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998bused1112_econ12.pdf.



APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Culinary Arts

Existing IRPs

There is no existing Ministry-developed Culinary Arts 10 course.

New Curriculum

Culinary Arts 10

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

Content

- 8 learning standards organized conceptually to address:
 - safe food handling and personal safety
 - food service tools and equipment
 - units and measurements
 - culinary ingredients
 - introduction of cooking methodology
 - first peoples food culture and local foods
- Focus on the introduction of skills, content knowledge, creative capacity required for commercial food preparation

Skill Development

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

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

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

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_10_cul_elab.pdf.



Existing IRPs

Home Economics 11 and 12: Cafeteria Training – Cafeteria Training 11

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998he_cafeteriatrng1112.pdf.

New Curriculum

Culinary Arts 11

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

Content

- 10 learning standards organized conceptually to address:
 - microbiology of pathogens
 - operational procedures
 - principles of cooking
 - food security and sustainability
 - dietary restrictions and food allergies
- Focus on the skills and content knowledge required in commercial food preparation including ethical, social, and environmental issues

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_cul_elab.pdf.



Existing IRPs

Home Economics 11 and 12: Cafeteria Training – Cafeteria Training 12

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1998he_cafeteriatrng1112.pdf.

New Curriculum

Culinary Arts 12

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

Content

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

Skill Development

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

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

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

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_cul_elab.pdf.

Existing IRPs

Information Technology 10

Content

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

Skill Development

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

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

New Curriculum

Web Development 10

Content

- 13 detailed subject-specific Learning Standards
- Course is focused on aspects of web development that address:
 - website development and publishing
 - website interactivity
 - HTML and GUI web development tools
 - user interface (UI) and user experience (UX)

Skill Development

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

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

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

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_10_web_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Computer Studies 10 course.

New Curriculum

Computer Studies 10

Content

- 15 detailed subject-specific Learning Standards
- Course is focused on concepts in computer studies that address:
 - hardware, peripherals and devices
 - OS, software, cloud computing
 - troubleshooting processes
 - computational thinking
 - safety and digital literacy
 - programming concepts

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_10_cst_elab.pdf.



Existing IRPs

Information & Communications Technology 11 and 12 – Applied Digital Communications 11

Content

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

Skill Development

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

For detailed information on the existing IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

New Curriculum

Digital Communications 11

Content

- 14 detailed subject-specific Learning Standards
- Course is focused on concepts in computer studies that address:
 - writing for the web
 - social media integration
 - ethics and legalities
 - influence of digital marketing on online writing

Skill Development

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

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

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

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_dco_elab.pdf.

Information & Communications Technology 11 and 12 – Applied Digital Communications 12

Discontinued

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

Information & Communications Technology 11 and 12 – Digital Media Development 11

Discontinued

Content

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

Skill Development

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

For detailed information on the existing IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.



Existing IRPs

Information & Communications Technology 11 and 12 – Digital Media Development 12

Content

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

Skill Development

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

For detailed information on the existing IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

New Curriculum

Digital Media Development 12

Content

- 15 detailed learning standards
- Focus on concepts in digital media development that include:
 - development and manipulation of 2D, 3D, audio, and video media
 - user-centred design
 - graphic design standards and principles

Skill Development

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

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

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

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_dmd_elab.pdf.



Existing IRPs

Information and Communications Technology 11 and 12 – Computer Information Systems 11

Content

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

Skill Development

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

For detailed information on the existing IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

New Curriculum

Computer Information Systems 11

Content

- 14 detailed learning standards
- Course is focused on aspects of computer information systems that include:
 - understanding and managing computer hardware, software, and networks
 - roles and responsibilities of ICT professionals
 - evaluating and choosing appropriate technology for a given task

Skill Development

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

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

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

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_cis_elab.pdf.



Existing IRPs

Information and Communications Technology 11 and 12 – Computer Information Systems 12

Content

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

Skill Development

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

For detailed information on the existing IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

New Curriculum

Computer Information Systems 12

Content

- 13 detailed learning standards
- Course is focused on the additional aspects of computer information systems as they relate to:
 - emerging technology and globalization
 - digital and online security
 - interpersonal skills necessary for success as an IT professional
 - installation, configuration, diagnostics and troubleshooting of computer hardware, software, and networks

Skill Development

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

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

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

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_cis_elab.pdf.



Existing IRPs

Information and Communications Technology 11 and 12 – Computer Programming 11

Content

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

Skill Development

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

For detailed information on the existing IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

New Curriculum

Computer Programming 11

Content

- 11 detailed learning standards
- Course is focused on aspects of computer programming that address:
 - development from existing code
 - program language constructs
 - program development processes
 - debugging and code modification

Skill Development

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

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

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

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_prg_elab.pdf.



Existing IRPs

Information and Communications Technology 11 and 12 – Computer Programming 12

Content

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

Skill Development

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

For detailed information on the existing IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2003infotech1112.pdf.

New Curriculum

Computer Programming 12

Content

- 11 detailed learning standards
- Course is focused on aspects of computer programming that address:
 - understanding of programming structures
 - documentation development
 - working with programming teams
 - development of complex programming

Skill Development

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

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

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

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_prg_elab.pdf.



APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Media Design

Existing IRPs

There is no existing Ministry-developed Media Design 10 course.

New Curriculum

Media Design 10

Media Arts remains under Arts Education and Media Design will be developed under ADST.

Content

- 8 learning standards organized conceptually to address:
 - consideration of social, ethical and sustainable impacts on design
 - sequencing of skills
 - use of different technologies and tools at different stages
- Focus on the development of the design process with an understanding of personal viewpoints and consideration of design impacts and their outcomes through the use of various technology-based mediums

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_10_med_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Media Design 11 course.

New Curriculum

Media Design 11

Media Arts remains under Arts Education and Media Design will be developed under ADST.

Content

- 11 learning standards organized conceptually to address:
 - design for life cycle
 - sequencing of skills
 - use of different technologies and tools at different stages
- Focus on the further development of the design process while showcasing personal viewpoints and storytelling using various technology-based mediums

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_med_elab.pdf.



Existing IRPs

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

New Curriculum

Media Design 12

Media Arts remains under Arts Education and Media Design will be developed under ADST.

Content

- 14 learning standards organized conceptually to address:
 - design for life cycle
 - evaluation and refinement of skills
 - adaptations of tools and technologies for specific purposes
- Focus on the further development of design strategies while showcasing proficiency in media production
- Emphasis on the impacts of personal viewpoints and storytelling using various technology-based mediums

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_med_elab.pdf.



APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Technology Education

Existing IRPs

Technology Education 8 to 10 – Drafting and Design 10

Content

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

Skill Development

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

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

New Curriculum

Drafting 10

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

Content

- 7 learning standards organized conceptually to address:
 - social, ethical, and sustainability considerations
 - sequencing of skills
 - use of different technologies and tools at different stages
- Focus on introduction to complex projects requiring drafting standards and conventions for manual and computer aided drafting (CAD)

Skill Development

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

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

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

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_10_drf_elab.pdf.



Existing IRPs

Technology Education 8 to 10 – Electronics 10

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1995teched810.pdf.

New Curriculum

Electronics and Robotics 10

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

Content

- 14 learning standards organized conceptually to address:
 - social, ethical, and sustainability considerations
 - sequencing of skills
 - use of different technologies and tools at different stages
- Focus on introduction to Ohm's law, electrical theory, electrical measurement, use of diagnostic and testing equipment, and elements of programming
- Introduces learning specifically related to robotics

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_10_ear_elab.pdf.



Existing IRPs

Technology Education 8 to 10 – Mechanics 10

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1995teched810.pdf.

New Curriculum

Power Technology 10

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

Content

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

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_10_pwt_elab.pdf.



Existing IRPs

Technology Education 8 to 10 – Metalwork 10

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1995teched810.pdf.

New Curriculum

Metalwork 10

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

Content

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

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_10_met_elab.pdf.



Existing IRPs

Technology Education 8 to 10 – Woodwork 10

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1995teched810.pdf.

New Curriculum

Woodwork 10

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

Content

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

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_10_wwk_elab.pdf.



Existing IRPs

New Curriculum

Technology Education 11 and 12: Industrial Design – Industrial Design 11

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1997teched1112_indusdesign.pdf.

Industrial Coding and Design 11

New course under development.



Existing IRPs

Technology Education 11 and 12: Industrial Design – Industrial Design 12

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/1997teched1112_indusdesign.pdf.

New Curriculum

Industrial Coding and Design 12

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

Content

- 13 learning standards organized conceptually to address:
 - design for life cycle
 - the evaluation and refinement of skills
 - adapting tools and technologies for specific purposes
- Working towards proficiency on complex projects requiring analysis for most appropriate material choices, manufacturing and end user functionality

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_cfm_elab.pdf.



Existing IRPs

Technology Education 11 and 12: Automotive Technology – Automotive Technology 11

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2001teched1112_autotech.pdf.

New Curriculum

Automotive Technology 11

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

Content

- 10 learning standards organized conceptually to address:
 - design for life cycle
 - the evaluation and refinement of skills
 - adapting tools and technologies for specific purposes
- Focus on introduction to automotive systems and furthering knowledge of complex energy transfer systems

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_aut_elab.pdf.



Existing IRPs

Technology Education 11 and 12: Automotive Technology – Automotive Technology 12

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2001teched1112_autotech.pdf.

New Curriculum

Automotive Technology 12

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

Content

- 9 learning standards organized conceptually to address:
 - design for life cycle
 - the evaluation and refinement of skills
 - adapting tools and technologies for specific purposes
- Furthering proficiency in automotive inspection, diagnostic, and repair systems with a lens for assessing the entire automobile

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_aut_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Engine and Drivetrain 12 course.

New Curriculum

Engine and Drivetrain 12

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

Content

- 9 learning standards organized conceptually to address:
 - design for life cycle
 - the evaluation and refinement of skills
 - adapting tools and technologies for specific purposes
- Furthering proficiency in inspection, diagnostic, and repair systems specializing in engine and drivetrain systems with a direction towards automotive service technician careers

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_ead_elab.pdf.



Existing IRPs

Technology Education 11 and 12: Carpentry and Joinery – Carpentry and Joinery 11

Content

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

Skill Development

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

For detailed information on the existing IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2001ted1112_carpentryjoin.pdf.

New Curriculum

Woodwork 11

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

Content

- 10 learning standards organized conceptually to address:
 - design for life cycle
 - the evaluation and refinement of skills
 - adapting tools and technologies for specific purposes
- Furthering complexity in projects requiring analysis and planning for choice of materials and tools

Skill Development

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

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

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

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_wwk_elab.pdf.



Existing IRPs

Technology Education 11 and 12: Carpentry and Joinery – Carpentry and Joinery 12

Content

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

Skill Development

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

For detailed information on the existing IRP, please see
http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2001teched1112_carpentryjoin.pdf.

New Curriculum

Woodwork 12

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

Content

- 13 learning standards organized conceptually to address:
 - design for life cycle
 - the evaluation and refinement of skills
 - adapting tools and technologies for specific purposes
- Proficiency in general wood projects including self-selection of materials and processes

Skill Development

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

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

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

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_wwk_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Furniture and Cabinetry 12 course.

New Curriculum

Furniture and Cabinetry 12

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

Content

- 13 learning standards organized conceptually to address:
 - design for life cycle
 - the evaluation and refinement of skills
 - adapting tools and technologies for specific purposes
- Proficiency in wood-based projects focused on furniture and cabinetry construction including self-selection of materials and processes

Skill Development

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

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

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

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_fac_elab.pdf.



Existing IRPs

Technology Education 11 and 12: Drafting and Design – Drafting 11

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2001teched1112_draftdesign.pdf.

New Curriculum

Drafting 11

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

Content

- 7 learning standards organized conceptually to address:
 - products can be designed for life cycle
 - personal design interests require the evaluation and refinement of skills
 - tools and technologies can be adapted for specific purposes
- Emphasis on a concept-based approach to drawing management and problem solving using computer aided design (CAD) in construction of drawings and images

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_drf_elab.pdf.



Existing IRPs

Technology Education 11 and 12: Drafting and Design – Drafting 12

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2001teched1112_draftdesign.pdf.

New Curriculum

Drafting 12

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

Content

- 7 learning standards organized conceptually to address:
 - products can be designed for life cycle
 - personal design interests require the evaluation and refinement of skills
 - tools and technologies can be adapted for specific purposes
- Emphasis on a concept-based approach to drawing management and problem solving using computer aided design (CAD) in construction of drawings and images

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_drf_elab.pdf.



Existing IRPs

Technology Education 11 and 12: Electronics – Electronics 11

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2002teched1112_electronic.pdf.

New Curriculum

Electronics 11

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

Content

- 10 learning standards organized conceptually to address:
 - products can be designed for life cycle
 - personal design interests require the evaluation and refinement of skills
 - tools and technologies can be adapted for specific purposes
- Focus on introduction to Watt's law, circuit board manufacturing, advanced diagnostic and testing instruments, and applications of microcontrollers/microprocessors

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_ele_elab.pdf.



Existing IRPs

Technology Education 11 and 12: Electronics – Electronics 12

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2002teched1112_electronic.pdf.

New Curriculum

Electronics 12

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

Content

- 13 learning standards organized conceptually to address:
 - products can be designed for life cycle
 - personal design interests require the evaluation and refinement of skills
 - tools and technologies can be adapted for specific purposes
- Emphasis on a concept-based approach to Kirchoff's law, logic gates and devices, analog and digital systems, and the use and programming of microcontrollers

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_ele_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Robotics 11 course.

New Curriculum

Robotics 11

Content

- 9 learning standards organized conceptually to address:
 - products can be designed for life cycle
 - personal design interests require the evaluation and refinement of skills
 - tools and technologies can be adapted for specific purposes
- Emphasis on a concept-based approach to the interaction of robotic subsystems, how structure and power relate to motion, how sensors and control relate to logic and the programming of radio controlled and autonomous robots

Skill Development

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

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

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

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_rob_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Robotics 12 course.

New Curriculum

Robotics 12

Content

- 9 learning standards organized conceptually to address:
 - products can be designed for life cycle
 - personal design interests require the evaluation and refinement of skills
 - tools and technologies can be adapted for specific purposes
- Emphasis on a concept-based approach wireless communication options, sensors, flowcharts, feedback loops and programming language/syntax and protocols

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_rob_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Mechatronics 12 course.

New Curriculum

Mechatronics 12

Content

- 10 learning standards organized conceptually to address:
 - products can be designed for life cycle
 - personal design interests require the evaluation and refinement of skills
 - tools and technologies can be adapted for specific purposes
- Emphasis on a concept-based approach to programming and computer control of mechanical, electronic and hydraulic pneumatic systems towards the Industrial applications of mechatronics

Skill Development

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

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

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

For detailed information on the new curriculum, please see
https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_mec_elab.pdf.



Existing IRPs

Technology Education 11 and 12: Metal Fabrication and Machining – Metal Fabrication and Machining 11

Content

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

Skill Development

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

For detailed information on the existing IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2002teched1112_metalabricmachin.pdf.

New Curriculum

Metalwork 11

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

Content

- 13 learning standards organized conceptually to address:
 - design for life cycle
 - the evaluation and refinement of skills
 - adapting tools and technologies for specific purposes
- Furthering complexity in projects requiring analysis and planning for choice of materials and tools including forming and alteration of forms

Skill Development

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

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

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

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_met_elab.pdf.



Existing IRPs

Technology Education 11 and 12: Metal Fabrication and Machining – Metal Fabrication and Machining 12

Content

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

Skill Development

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

For detailed information on the existing IRP, please see http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2002teched1112_metalfabricmachin.pdf.

New Curriculum

Metalwork 12

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

Content

- 9 learning standards organized conceptually to address:
 - design for life cycle
 - the evaluation and refinement of skills
 - adapting tools and technologies for specific purposes
- Proficiency in general metal-based projects including self-selection of materials and processes using high level of precision tolerances

Skill Development

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

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

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

For detailed information on the new curriculum, please see https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_met_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Art Metal and Jewellery 12 course.

New Curriculum

Art Metal and Jewellery 12

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

Content

- 12 learning standards organized conceptually to address:
 - design for life cycle
 - the evaluation and refinement of skills
 - adapting tools and technologies for specific purposes
- Proficiency in metal-based projects that revolve around visual materials and mediums and jewelry applications including self-selection of materials and processes

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_amj_elab.pdf.



Existing IRPs

There is no existing Ministry-developed Machining and Welding 12 course.

New Curriculum

Machining and Welding 12

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

Content

- 11 learning standards organized conceptually to address:
 - design for life cycle
 - the evaluation and refinement of skills
 - adapting tools and technologies for specific purposes
- Proficiency in metal-based projects that revolve around machining and joining processes, focused for students considering a machinist or fabricator trade

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_maw_elab.pdf.

Existing IRPs

Tourism 11 and 12 – Tourism 11

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2006pg_tourism1112.pdf.

New Curriculum

Tourism 11

Content

- 11 learning standards related to aspects of the tourism industry, organized conceptually to address:
 - sectors of the industry
 - economic and market development
 - communications
 - Aboriginal, British Columbia, Yukon, and Canadian tourism

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_11_trm_elab.pdf.



Existing IRPs

Tourism 11 and 12 – Tourism 12

Content

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

Skill Development

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

For detailed information on the existing IRP, please see

http://www.bced.gov.bc.ca/irp/pdfs/applied_skills/2006pg_tourism1112.pdf.

New Curriculum

Tourism 12

Content

- 10 learning standards related to aspects of the tourism industry, organized conceptually to address:
 - global issues in tourism
 - labour, stakeholders, and disruptors
 - authenticity of indigenous tourism around the world

Skill Development

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

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

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

For detailed information on the new curriculum, please see

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/adst/en_adst_12_trm_elab.pdf.