

The B.C. Graduation Program: Summary of Changes

Grades 10 to 12

At a Glance

What has Changed

1. **Curriculum** has been redesigned to be more learner-focused and flexible, with a focus on core competencies, big ideas and learning standards; Indigenous culture and perspectives have been integrated into all curriculum.
2. **New Course Structures** (see summary in following pages)
 - i. 8-credits of Career Education with flexible delivery options and a Capstone Project
 - ii. Courses designed to be accessible to all students; Communications 11 and 12 discontinued
 - iii. Health Education has been combined with Physical Education
3. **Two new provincial graduation assessments** – Literacy Assessment and Numeracy Assessment – aligned with the redesigned curriculum.
4. **BAA Guidelines** updated to align with the redesigned curriculum.

What is Staying the Same

- High standards still placed on core skills (reading, writing, math).
- Still require at least 80 credits to graduate (52 required credits and 28 elective credits) representing a breadth of subject areas.
- Letter grades and percentages continue to appear on formal report cards and transcripts for all courses taken.
- No changes to Independent Directed Studies, External Credentials, Course Challenges, Dual Credit courses, Equivalency credits or scholarships.

This document provides an overview of the planned changes to the B.C. curriculum and graduation program policies, and the Graduation Program implementation schedule.

See the [B.C. Graduation Program: Implementation Guide](#) for more details.

Curriculum Structure

1 Focus on learner-centered and flexible learning. Personalized options enable students to participate in choosing course content. An inquiry-based, hands-on approach encourages students to take more personal responsibility for learning.

Teachers have greater flexibility in creating learning environments that are relevant, engaging and novel, promoting local contexts and place-based learning.

2 Curriculum structure has three main components, regardless of subject. These work together to support deep learning.

- Big Ideas (what students will understand) – generalizations, principles, key concepts
- Content (what students will know) – essential topics and knowledge
- Curricular Competencies (what students will be able to do) – skills, strategies, processes

3 Provides learners with a strong foundation of Core Competencies, competencies that are driven by global and technological changes. These competencies encompass the intellectual, personal and social skills students need to develop for success in life beyond school and to become educated citizens.

Competencies are embedded within the learning standards of all curriculum. They come into play when students are engaged in “doing” in any area of learning. Together, the literacy and numeracy foundations and core competencies contribute to the development of educated citizens. The competencies are:

- Communication – the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media
- Thinking – the knowledge, skills and processes we associate with intellectual development
- Personal and Social – the set of abilities that relate to students’ identity in the world, both as individuals and as members of their community and society

4 Curriculum courses are not designed to stream student into easier or difficult pathways. All courses allow for differentiation of teaching methods and all students are able to access any course.

5 Indigenous worldviews, perspectives and content have been built into all new and redesigned curricula (K-12). For example, place-based learning and emphasis on Indigenous ways of knowing reflect the First Peoples Principles of Learning in the curriculum.

6 Literacy and numeracy skills are developed through applications in all curricular areas. Renewed focus on reading, writing and math as core skills and their applications in the graduation years.

Course Structures

7 More course options in each subject area. These course options reflect a broad diversity and respond to emerging trends and student preference.

- a) English Language Arts and English First Peoples:** Still require 12 credits (4 credits in each grade) for graduation. New choices are available for students (9 new courses for Grade 10; 8 new courses for Grade 11; 7 new courses for Grade 12). Communications 11 and 12 discontinued. English Studies 12 or English First Peoples 12 is required by all students for graduation. More flexibility has been offered in English Language Arts 10, which can be taken as two 2-credit courses.
- b) Français langue première:** Still require 12 credits of Français langue première for graduation. More course choices are being finalized and will be aligned and similar to choice options in English Language Arts (ELA) and English First Peoples (EFP) courses at Grades 10 and 11. Similar flexibility will be offered in Français langue première (FRALP) 10 courses, which will be available as two 2-credit courses.
Français langue seconde - immersion: More course options are being reviewed.
- c) Mathematics:** Still require 8 credits for graduation between Grades 10-12 (4 credits in Grade 10 and 4 credits in either Grade 11 or 12). New or redesigned Mathematics courses in Grades 10-12 such as Geometry 12, History of Math 11 and Computer Science 12.
- d) Science:** Still require 8 credits for graduation between Grades 10-12 (4 credits in Grade 10 and 4 credits in either Grade 11 or 12). New and redesigned sciences courses in Grades 11 and 12, such as Specialized Science 12, Science for Citizens 11, and Environmental Science 11 and 12.
- e) Social Studies:** Still require 8 credits for graduation between Grades 10-12 (4 credits in Grade 10 and 4 credits in either Grade 11 or 12). New and redesigned Grades 11 & 12 courses such as Explorations in Social Studies 11, Genocide Studies 12, Asian Studies 12 and Contemporary Indigenous Studies 12; new courses allow more flexibility when selecting Social Studies courses for credit at the Grades 11 & 12 level (any one course at the Grades 11 or 12 level).
- f) Second Languages:** Courses have been aligned with new curriculum. New curriculum template is being developed for international languages.
Indigenous Languages: New curriculum templates are being developed for Indigenous languages.
- g) Arts Education:** Require 4 credits for graduation in either Arts Education or Applied Design, Skills, and Technologies (ADST) or a combination of both; available as 2- or 4-credit courses in Grade 10, 11 and 12, depending on the school. More new/redesigned courses in Dance, Drama, Music and Visual Arts (all Grades 10-12).
- h) Applied Design, Skills and Technologies (ADST):** Require 4 credits for graduation in either Applied Design, Skills, and Technologies or Arts Education. New Media Design 10, 11 and 12. Redesigned Business Education, Home Economics, Culinary Arts, Technology Education, and Information and Communications Technology courses. Large increase in provincial course offerings in Grades 10-12.
- i) Career Life Education:** 8 credits of Career Education is being introduced – Career Life Education (CLE) and Career Life Connections (CLC).
- CLE and CLC do not have a designated grade level, allowing flexible delivery.
 - Courses can be taken as a single 4-credit course, or as two 2-credit courses.
 - A final grade will be provided for CLC (compared to a Requirements Met used in Graduation Transitions).
 - 30 hours of work experience will be rebranded as “career explorations” allowing for a broadened view of experiential learning in CLC.
 - A Capstone Project will also be an expectation for CLC.
- j) Work Experience and Apprenticeship Training:** Allows students to earn graduation credit for work-based hours in a real-world setting, including where students’ paid and unpaid work employment aligns with their career/educational path. Program guides being updated to align with new curriculum, including redesigned learning standards and greater flexibility.
- k) Physical and Health Education (PHE):** Health Education has been combined with Physical Education. PHE courses in Grades 11 and 12 have expanded from one to three selections each, including Active Living 12. Daily Physical Activity is embedded in PHE10. Daily Physical Activity is no longer a stand-alone graduation requirement.

Assessment

Two new provincial graduation assessments are being introduced to ensure alignment with the redesigned curriculum. They provide system-level information (schools, districts, province) about student performance in literacy and numeracy, and communicate feedback to students regarding their proficiency in numeracy and literacy.

All courses are fully assessed in the classroom, at the discretion of teachers, with a renewed focus on formative assessment.

8 Provincial Graduation Assessments

- Since July 2016, provincial exams for Math 10, Science 10, Social Studies 11 (and BC First Nations Studies 12) and Language Arts 10 have been discontinued. Students in these courses are now fully assessed in the classroom.
- Two new provincial graduation assessments aligned with the redesigned curriculum – one in literacy and one in numeracy – required for graduation.
- The Graduation Numeracy Assessment was implemented in January 2018, and the Graduation Literacy Assessment will be implemented in January 2020.
- Language Arts (LA) 12 Provincial Exam will continue to be administered, and weighted 40% of the final course mark, until the Graduation Literacy Assessment is implemented.
- The following set of policies is associated with the new assessments:
 - Stand-alone assessment (not tied to a specific course).
 - Students can take the graduation assessments at any time during their graduation years (Grades 10-12).
 - Students must write each assessment once and may choose to rewrite up to two times, if required.
 - Scored on a 4-level proficiency scale.
 - Results will appear on [Student Transcripts](#) and their best outcome (proficiency score) will be recorded on their final transcript.

Student Progress Reporting

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- No planned changes to the Grades 10-12 reporting policy for 2018/19 or 2019/20.
 - Letter grades and percentages continue to appear on formal report cards and transcripts for all courses taken.
 - New Graduation Numeracy and Literacy Assessments evaluated with a 4-point provincial proficiency scale.

Graduation Requirements

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- All students are required to obtain at least 80 credits total (52 required credits + 28 elective credits).
 - Two new mandatory stand-alone provincial assessments: numeracy and literacy.
 - 8 credits of new career education courses are required for graduation.
 - No changes to graduation scholarships.
 - No changes to Independent Directed Studies, External Credentials, Course Challenges, dual credit courses or Equivalency credits.
 - Board/Authority Authorized (BAA) courses must now be reviewed periodically, and revised according to the new BAA guidelines; July 1, 2018 (Grade 10) and July 1, 2019 (Grades 11 & 12).
 - The requirements to graduate with a Dual Dogwood for Francophone and French Immersion students remain the same.

Implementation Schedule

	2017/18	2018/19	2019/20	2020/21
* The new graduation program starts on July 1, 2018. Students graduating after June 30, 2018 are on the new graduation program.				
Provincial 10-12 Curriculum	All 10-12 draft provincial curriculum will be finalized by June 2018	New Grade 10 provincial curriculum implemented (July 2018) Grade 11/12 provincial curriculum trial (July 2018)	Grade 11/12 provincial curriculum implemented (July 2019)	Full implementation continues (ongoing regular enhancements)
Changes to Provincial Course Structures		Discontinuation of Planning 10 (June 2018) Introduction of Career Life Education (July 2018)	Discontinuation of Graduation Transitions (June 2019) Introduction of Career Life Connections (includes Capstone) (July 2019) Career Life Connections will be graded upon completion (alignment with Student Progress Report Order) (July 2019)	
		Discontinuation of Daily Physical Activity (DPA) requirement for Grade 10 (July 2018) DPA included as part of new Physical and Health Education curriculum for Grades K-10	DPA is no longer a separate requirement within Graduation Transitions (as Graduation Transitions is discontinued) (June 2019)	
		All Social Studies 11 and 12 courses to meet requirements for graduation (July 2018)		
Changes to Additional Credit Options	No planned changes to policies associated with External Credentials, Dual Credit, Equivalency, Challenge, and Independent Directed Studies between 2017–2020	All BAA Grade 10 courses to be aligned with provincial Grade 10 curriculum (July 2018)	All BAA Grade 11/12 courses to be aligned with provincial 11/12 curriculum (July 2019)	<i>Incremental enhancements</i> to policies associated with External Credentials, Dual Credit, Equivalency, Challenge, Independent Directed Studies with the lens of further transformation of the Grad Program (June 2021)

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	2017/18	2018/19	2019/20	2020/21
Provincial Assessments	Numeracy Assessment – controlled implementation (Jan 2018) Full Numeracy Administration – open to all students (June and August 2018) Numeracy Assessment is a requirement for graduation	Continuation of Numeracy Assessment – open to all students Grades 10-12 (assessment dates TBD)		Full implementation continues (ongoing enhancements as required)
		Language Arts (LA) 12 exam continues to be a requirement for graduation until June 2019 Rewrites of the LA 12 exam available until June 2020	Literacy Assessment – controlled implementation (Jan 2020) Literacy Assessment – open to all students (June and August 2020) Discontinuation of Language Arts 12 (and equivalent) exams (effective July 2019) Literacy Assessment is a requirement for graduation	Full implementation continues (ongoing enhancements as required)
Student Progress Reporting				<i>Possible</i> new 10-12 reporting policy implemented *engagement and trial required to determine scope of change
Scholarships and Transcripts	Proficiency level (numerical value on 4-point scale) will be recorded on student transcript as a record of results on Numeracy Assessment (June 2018)		Proficiency level (numerical value on 4-point scale) will be recorded on student transcript as a record of results on Literacy Assessment (June 2020) Possible changes to align Scholarship Program with new provincial assessments (June 2019) *targeted discussions with sector required to determine scope of change	<i>Possible</i> changes to transcripts to align with a new 10-12 Reporting Policy (June 2021) *engagement required to determine scope of changes

