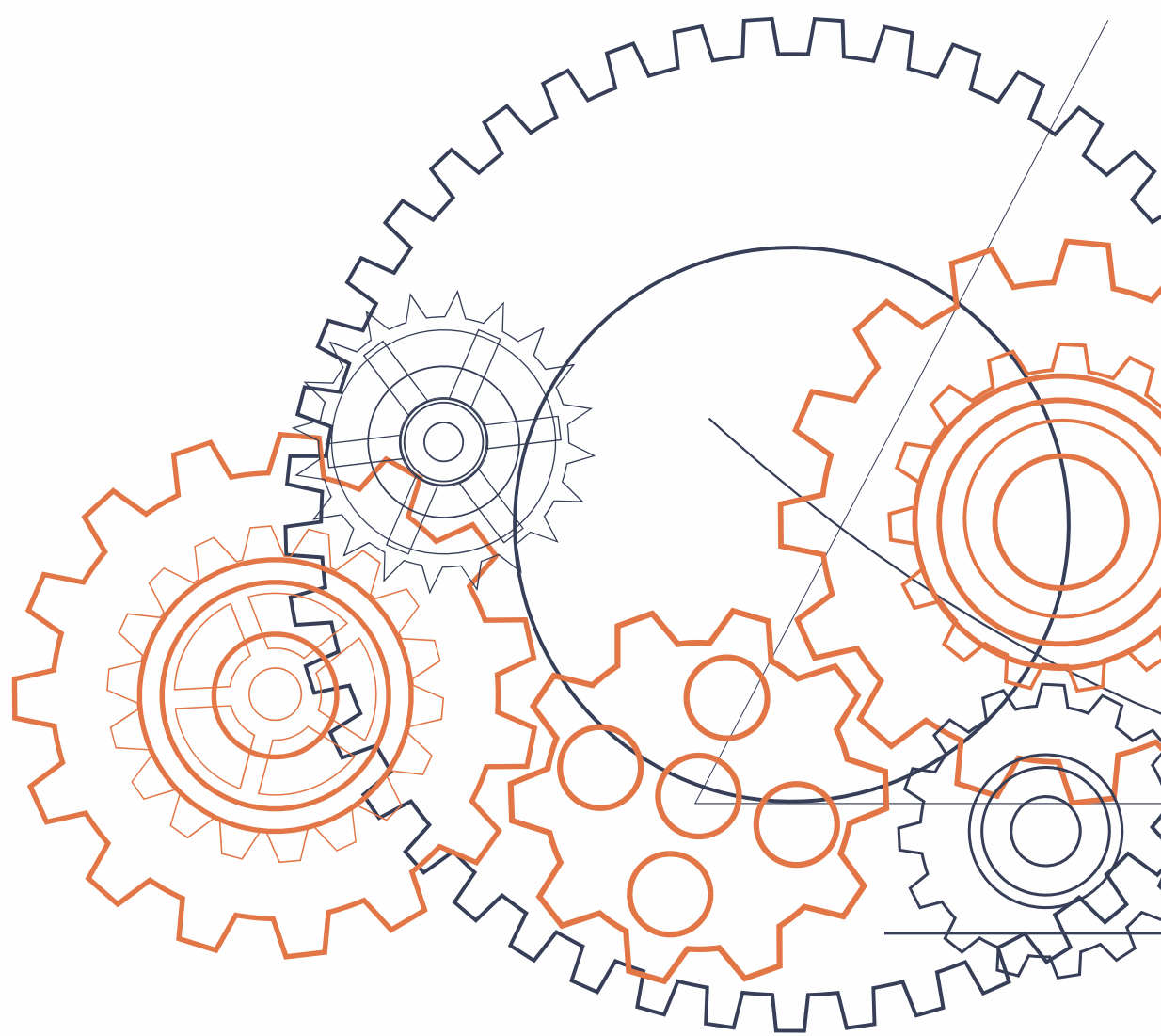


B.C. Graduation Program Implementation Guide

Grades 10 to 12



BRITISH
COLUMBIA

Ministry of
Education

July 2019



AT A GLANCE

What Has Changed

1. **Curriculum** – more learner-focused and flexible, with a focus on Big Ideas, Core Competencies, and Learning Standards; Indigenous knowledges and perspectives thrive in the curriculum.
2. **New course structures** (see summary in following pages):
 - i. 8 credits of Career Education with flexible delivery options and a Capstone.
 - ii. Courses designed to easily allow different teaching methods and be accessible to all students.
 - iii. Health Education combined with Physical Education.
3. **Three new Provincial Graduation Assessments** – two Literacy Assessments and one Numeracy Assessment aligned with the curriculum.
4. **Board/Authority Authorized (BAA) Guidelines** updated to align with the curriculum.

What Is Staying the Same

1. High curricular standards focused on foundational skills (reading, writing, math).
2. 80 credits required to graduate (52 required credits and 28 elective credits) representing a breadth of subject areas.
3. Letter grades and percentages appear on formal reports and transcripts for all courses taken.
4. No changes to independent directed studies, external credentials, course challenges, dual credit courses, equivalency credits or scholarships.



Curriculum Structure

1 Focus on learner-centred 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.

This document serves as a summary guide to assist students, parents, teachers, and administrators with the implementation of the new B.C. Graduation Program.

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

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

- **Core Competencies** (what students will be able to demonstrate) – intellectual, personal, and social proficiencies demonstrated across curricular areas.
- **Big Ideas** (what students will understand) – generalizations, principles, key concepts.
- **Learning Standards – Curricular Competencies** (what students will be able to demonstrate) – skills, strategies, processes demonstrated within a curricular area.
- **Learning Standards – Content** (what students will know) – essential topics and knowledge.

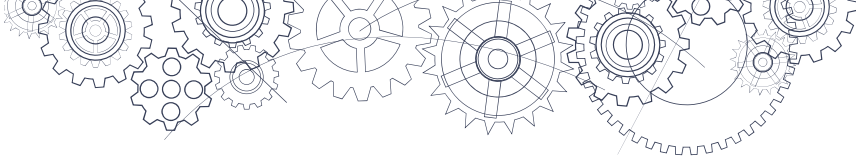
3 Provide learners with a strong foundation of Core Competencies, competencies that are driven by global and technological changes. These competencies encompass the intellectual, personal and social skills students need to develop for success in life beyond school and to become educated citizens.

Core Competencies are embedded within the learning standards of the 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 Core 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** (Critical and Creative) – the abilities that students use to generate new ideas and concepts and to examine their own thinking and that of others.
- **Personal and Social** – the set of abilities that relate to students’ health, identity, and responsibility in the world, both as individuals and as members of their community and society.

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

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

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- 6 Literacy and numeracy skills are developed through applications in all curricular areas.** A sustained focus is on reading, writing, and math as the core skills necessary for all students, including applications in the graduation years.

Course Structures

- 7** Expanded course options in **each subject area**. The course options reflect a broad diversity and respond to emerging trends and student preference.

a) English Language Arts and English First Peoples: Require 12 credits (4 credits in each grade) for graduation. Choices available for students: 9 courses for Grade 10; 8 courses for Grade 11; 7 courses for Grade 12, including choice of the required course (either English Studies 12 or English First Peoples 12) and 5 optional courses. More flexibility and choice options are available for students in English Language Arts 10, which can be taken as two 2-credit courses.

b) Français langue première: Require 12 credits of Français langue première for graduation. Choices available for students: 3 courses for Grade 10; 3 courses for Grade 11; 1 course for Grade 12. More flexibility and choice options are available for students in Français langue première 10 and 11 courses.

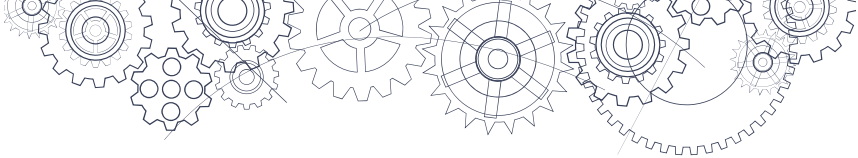
Français langue seconde-immersion: Require 12 credits of Français langue seconde-immersion. Choices available for students: 1 course for Grade 10; 4 courses for Grade 11; 5 courses for Grade 12, including 1 required course and 4 optional courses taken as 4-credit courses.

c) Indigenous Languages: 17 Indigenous languages with provincial curriculum: Gitxsanimx ~Gitxsanimax, Halq'eméylem, Heiltsuk, Hul'q'umi'num', Kwak'wala, Liqwala/Kwakwala, nsíylxcən, Tsek'ene, Upper St'at'imcets, Xaayda Kil / Xaad Kil, Nte?kepmxcin, Nuučaañuł, Secwepemctsin, SENĆOŦEN, Shashishalem, Sim'algaxhl Nisga'a, and Sm'algyax. The current languages template for developing new languages courses can be found on the [ministry website](#). An updated curriculum template is being developed for Indigenous languages.

d) Mathematics: Require 8 credits for graduation during Grades 10-12 (4 credits in Grade 10 and 4 credits in either Grade 11 or 12). Additional choice options are available for students in Grades 10-12 such as Geometry 12, History of Math 11, and Computer Science 12.

e) Science: Require 8 credits for graduation during Grades 10-12 (4 credits in Grade 10 and 4 credits in either Grade 11 or 12). Additional choice options are available for students in Grades 11 and 12, such as Specialized Science 12, Science for Citizens 11, and Environmental Science 11 and 12.

f) Social Studies: Require 8 credits for graduation between Grades 10-12 (4 credits in Grade 10 and 4 credits in either Grade 11 or 12). Additional choice options are available for students in Grades 11 and 12, such as Explorations in Social Studies 11, Genocide Studies 12, Asian Studies 12, and Contemporary Indigenous Studies 12. The additional choice options provide greater flexibility when selecting social studies courses for credit toward graduation.

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- g) Second Languages:** 9 second languages aligned with curriculum model: American Sign Language, Core French, German, Italian, Japanese, Korean, Mandarin, Punjabi, and Spanish. An updated template is being developed for additional locally developed second languages curriculum.
- h) Arts Education:** Require 4 credits for graduation in either Arts Education or Applied Design, Skills, and Technologies, or a combination of both; available as 2- or 4-credit courses in Grade 10, and as 4-credit courses in Grades 11 and 12, depending on school. Additional choice options are available for students in Dance, Drama, Music and Visual Arts in Grades 10-12.
- i) Applied Design, Skills, and Technologies:** Require 4 credits for graduation in either Applied Design, Skills, and Technologies or Arts Education, or a combination of both; available as 2- or 4-credit courses in Grade 10, and as 4-credit courses in Grades 11 and 12, depending on school. Additional choice options are available for students in Media Design, Business Education, Home Economics, Culinary Arts, Technology Education, and Information and Communications Technology in Grades 10-12.
- j) Career-Life Education:** 8 credits of Career Education required for graduation as two courses – 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 “Requirements Met” used in Graduation Transitions).
 - A minimum of 30 hours of work experience or career-life explorations is included as a component of CLC.
 - A Capstone is included as a component of CLC.
- k) Work Experience and Apprenticeship Training:** Students are able to earn credits toward graduation for work-based hours in a real-world setting, including where students’ paid and unpaid work aligns with their career/educational path. Program guides are being updated to align with curriculum.
- l) Physical and Health Education:** Health Education is combined with Physical Education. Additional choice options are available for students in Grades 11 and 12. Daily Physical Activity is embedded within the curriculum and is no longer a stand-alone graduation requirement.



Assessment

Three new Provincial Graduation Assessments are being introduced to align with the new curriculum. The assessments provide system-level information (schools, districts, and province) about student performance in literacy and numeracy and communicate feedback to students on their proficiency in numeracy and literacy.

All courses are fully assessed in the classroom, by teachers, through a variety of assessment methods.

8 **Provincial Graduation Assessments**

- Three Provincial Graduation Assessments, aligned with the curriculum, in literacy and numeracy, are required for graduation.
- The Graduation Numeracy Assessment has been in place since January 2018. The Grade 10 Graduation Literacy Assessment is available as of November 2019 and the Grade 12 Graduation Literacy Assessment will be introduced in the 2020/21 school year.
- The following policies are associated with the new assessments:
 - Assessment are required for graduation.
 - Assessments are cross-curricular and stand-alone (not tied to a specific course).
 - Students are expected to take the Graduation Numeracy Assessment in their Grade 10 year.
 - Students are expected to take a Graduation Literacy Assessment in their Grade 10 and in their Grade 12 year.
 - Students must complete each assessment for graduation. Students have up to three opportunities to write the assessments: an initial write (required) and up to two rewrites (optional).
 - Assessments are scored on a proficiency scale.
 - The student's best outcome for each of the Provincial Graduation Assessments will be recorded on their final transcript.

Student Progress Reporting

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- No changes to the Grades 10-12 reporting policy for 2019/20.
 - Letter grades and percentages continue to appear on formal report cards and transcripts for all courses taken.
 - Graduation Numeracy and Literacy Assessments are reported on students' transcripts using a proficiency scale, except for the Grade 10 Literacy Assessment for which students' transcripts will indicate only "requirements met."

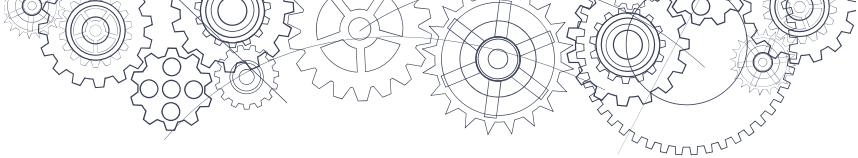
The 2019/20 Handbook of Procedures has been revised to reflect the procedures associated with the updated policies of the B.C. Graduation Program. The Handbook of Procedures and the B.C. Graduation Program Policy Guide are companion documents. Both documents can be found on the [ministry website](#).



Graduation Requirements

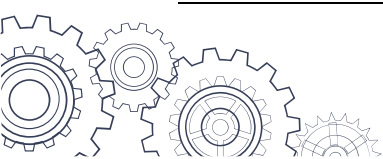
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- All students required to obtain at least 80 credits total (52 required credits + 28 elective credits).
- Three mandatory stand-alone provincial assessments: numeracy in Grade 10 and literacy in Grades 10 and 12.
- 8 credits of Career Education across two courses required for graduation.
- No changes to graduation scholarships.
- No changes to independent directed studies, external credentials, course challenges, dual-credit courses, or equivalency credits.
- BAA courses for all grades must now be aligned with ministry curriculum and structure.
- Course requirements to graduate with a Dual Dogwood for Francophone and French Immersion students remain the same.
- Provincial assessment requirements to graduate with a Dual Dogwood for Francophone and French Immersion students have changed:
 - French Immersion students write four provincial assessments: Grade 10 Graduation Numeracy (English or French), Grade 10 Graduation Literacy Assessment, Grade 12 Graduation Literacy Assessment, and Évaluation de littératie – Français langue seconde-immersion 12.
 - Francophone students write five provincial assessments: Évaluation de numératie 10, Évaluation de littératie – Français langue première 10, Grade 10 Graduation Literacy Assessment, Évaluation de littératie – Français langue première 12, and Grade 12 Graduation Literacy Assessment.



Implementation Schedule

	Prior School Year 2018/19	2019/20	2020/21
* Students graduating after June 30, 2018, are on the new B.C. Graduation Program.			
Provincial 10-12 Curriculum	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	Discontinuation of DPA requirement for Grade 11/12 (July 2019) No longer a separate requirement within Graduation Transitions (as Graduation Transitions is discontinued) (June 2019)	
	All Social Studies 11 and 12 courses meet requirements for graduation (July 2018)		
Changes to Additional Credit Options	All BAA Grade 10 courses to be aligned with provincial curriculum structure (July 2018)	All BAA Grade 11/12 courses to be aligned with provincial curriculum structure (July 2019)	Incremental enhancements to policies associated with external credentials, dual credit, equivalency, challenge, independent directed studies with the lens of further transformation of the Graduation Program (June 2021)
Provincial Assessments	Full Numeracy Assessment implementation continues Numeracy Assessment – November 2018, January 2019 and June 2019	Full Numeracy Assessment implementation continues	Full Numeracy Assessment implementation continues
		Literacy Assessment is a requirement in Grade 10 for graduation beginning 2019/20	Literacy Assessment 10 implementation continues Literacy Assessment 12 is a requirement in Grade 12 for graduation beginning 2020/21 Continuous improvement to align B.C.'s assessment program with global competencies



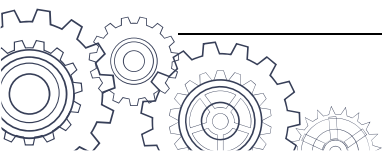
	Prior School Year 2018/19	2019/20	2020/21
Student Progress Reporting			<i>Possible</i> new 10-12 reporting policy implemented
Transcripts and Scholarships	Scale used to report results on the student transcript for the Numeracy Assessment	Scale used to report results on the student transcript for the Numeracy Assessment and the Grade 12 Literacy Assessment (June 2020). Grade 10 Literacy Assessment results will be reported on the student transcript as “requirements met”	Possible changes to align Scholarship Program with new provincial assessments

Implementation for Students During Transition

Provincial Graduation Assessments

<p>If I'm currently in Grade 9...</p> <ul style="list-style-type: none"> • In 2019/20 (Grade 9) – No provincial assessment • In 2020/21 (Grade 10) – Grade 10 Graduation Numeracy Assessment and Grade 10 Graduation Literacy Assessment • In 2021/22 (Grade 11) – No provincial assessment • In 2022/23 (Grade 12) – Grade 12 Graduation Literacy Assessment
<p>If I'm currently in Grade 10...</p> <ul style="list-style-type: none"> • In 2019/20 (Grade 10) – Grade 10 Graduation Numeracy Assessment and Grade 10 Graduation Literacy Assessment • In 2020/21 (Grade 11) – No provincial assessment • In 2021/22 (Grade 12) – Grade 12 Graduation Literacy Assessment
<p>If I'm currently in Grade 11...</p> <ul style="list-style-type: none"> • In 2019/20 (Grade 11) – No requirement to complete the Grade 10 Graduation Literacy Assessment. Grade 10 Graduation Numeracy Assessment (if not already written).* • In 2020/21 (Grade 12) – Grade 12 Graduation Literacy Assessment
<p>If I'm currently in Grade 12...</p> <ul style="list-style-type: none"> • In 2019/20 (Grade 12) – No requirement to complete the Grade 10 Graduation Literacy Assessment. No Grade 12 provincial assessment. Grade 10 Numeracy Assessment (if not already written).*

*A student who does not complete a provincial assessment in the expected grade (e.g., the Grade 10 Graduation Numeracy Assessment is not completed in Grade 10) is still required to complete the assessment for graduation.



Career-Life Education

As of the 2019/20 school year, the following career education courses are used in all B.C. schools:

- Career-Life Education
- Career-Life Connections

Students on the B.C. Graduation Program will be able to meet the career education graduation requirement with any of the following combinations:

- Planning 10/Graduation Transitions
- Planning 10/Career-Life Connections
- Career-Life Education/Graduation Transitions
- Career-Life Education/Career-Life Connections

