

Graduation Years Curriculum: Proposed Directions



Ministry of
Education



In August 2012, the Ministry presented the recommendations of the Curriculum and Assessment Framework Advisory Group in a document titled [Enabling Innovation: Transforming Curriculum and Assessment](#). The advice outlined in the document included guidelines for structuring curriculum in three phases: Formative Years (K-5), Middle Years (6-9/10) and Graduation Years (10/11-12). The placement of grade 10 was undecided, which is still the case. The graduation years phase was described as offering

“opportunities for students to select areas of learning that capture their interest and support their transition to life beyond the K–12 system. [The curriculum should] be available in ways that allow increased flexibility and choice...”

While many elements of the graduation program are currently under discussion, some directions are emerging. The recommendations of the Curriculum and Assessment Framework Advisory Group, the subsequent [Regional Graduation Consultations](#), the feedback on the K-9 curriculum drafts, and the work of the Graduation Curriculum Prototype Working Group suggest the following directions for curriculum in the graduation years.



Graduation Years Curriculum

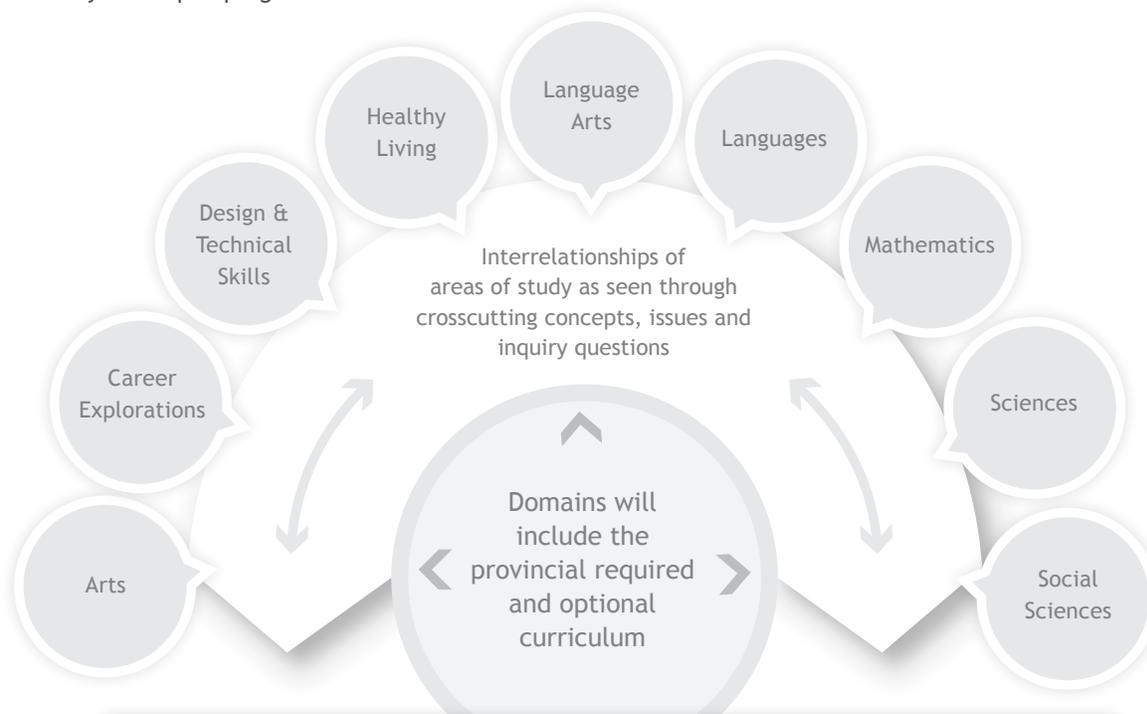
- The core competencies currently under development remain central to BC’s redesigned curriculum framework and apply from Kindergarten through to the graduation years.
- The graduation years curriculum will consist of both provincial common required learning standards (the set of learning standards that all students must study) and personalized learning standards (provincial electives and locally developed options).
- Provincial common required learning standards are those standards that will be developed by curriculum teams and reviewed by educators and the public.





Curriculum Domains

- Curriculum for the graduation years will be developed within domains. A domain is a broad category under which one or more subject areas fit. It is proposed that the provincial graduation years curriculum be drawn from the domains shown here.
- For example, the Social Sciences domain includes both the provincial common required learning standards for Social Studies and a variety of provincial elective options (e.g., History, Geography, Civics) and/or locally developed programs.



There is no expectation that schools will organize in these domains or categories. We anticipate that schools and classrooms will be organized in various ways to respond to the learning needs of the students and their communities as many schools in the province currently do. For example, some schools combine Social Sciences, Language Arts, and the Arts under the category of Humanities.

- The Ministry will provide clear messages about the flexibility of the renewed curriculum that enables interdisciplinary learning environments.
- Feedback from educators strongly suggests that the elements of the K-9 curriculum should continue to be used to structure curriculum in the graduation years. These elements define what students are expected to know, understand, and be able to do (content, big ideas and curricular competencies).





- This is a sample of the provincial common required curriculum showing the elements of the curriculum design. This Social Studies sample is for illustration purposes only – teacher teams have not yet developed the graduation years curriculum.



Within the domain of Social Sciences, there also be will choices presented as provincial electives. These provincial electives along with locally developed programs form the personalized portion of the graduation program.

Using Graduation Years Curricula in BC Schools

- The graduation years curriculum will be designed to support both disciplinary and interdisciplinary learning. Although the curriculum is organized under domains, it does not mean that schools and teachers need to organize schools or instruction in this manner.
- Some teachers might want to structure their programs to organize the learning as interdisciplinary inquiries focused on project-based learning, problem-based learning, or learning through design. Others may want to offer independent study options. No matter how the curriculum is organized, students are expected to learn the provincial common curriculum in the graduation years.
- The province will work with teachers to provide examples of interdisciplinary inquiries based on the renewed curriculum.
- Some teachers might want to structure their programs in a course-based model, similar to what has been common for many years.