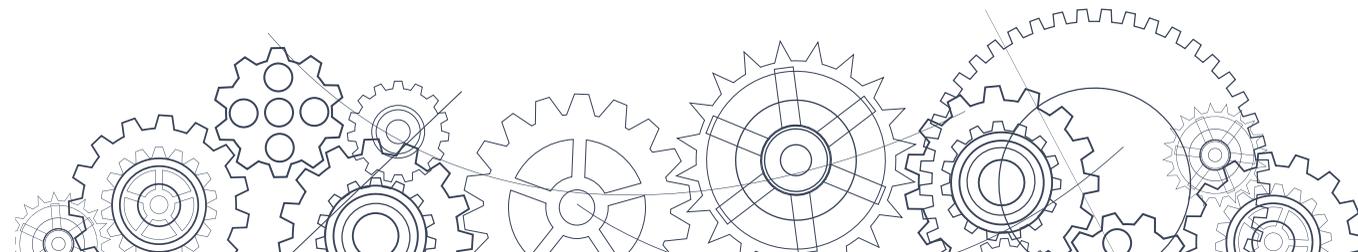


# BC Curriculum Comparison Guide

July 2017

**FOR INFORMATION ONLY**







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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.

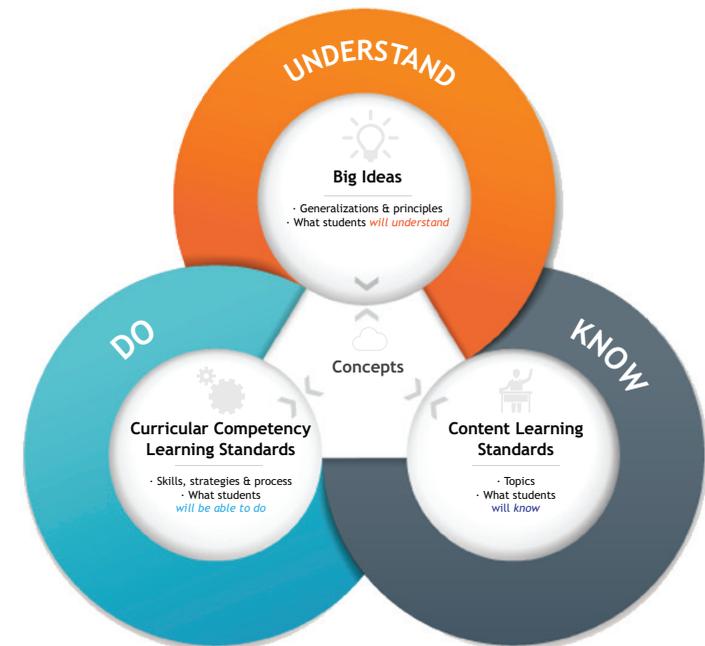
At the heart of British Columbia’s redesigned curriculum are the Core Competencies, essential subject matter learning, and literacy and numeracy foundations. All three features contribute to deeper learning. Core Competencies underpin the curricular competencies in all areas of learning. They are directly 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.

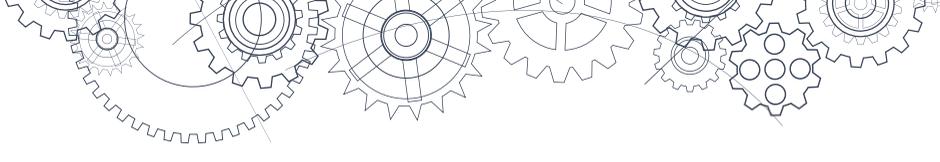
The image shows a screenshot of the BC Curriculum website for Social Studies, with a magnifying glass over the title. The website layout includes sections for Core Competencies (Communication, Thinking, Personal & Social), Big Ideas (three circles with text), Learning Standards (Curricular Competencies and Content), and Supporting Materials (Flexible Learning Environments, Instructional Examples, Student Supports, Aboriginal Education). Arrows point from these sections to callout boxes on the right: 'Introductory Materials' (points to the top navigation), 'Core Competencies' (points to the Core Competencies section), 'Big Ideas' (points to the Big Ideas section), 'Content' (points to the Content section), 'Curricular Competencies' (points to the Curricular Competencies section), and 'Supporting Materials' (points to the bottom navigation).

## What to look for in the curriculum

- Introductory Materials
- Core Competencies
- Big Ideas
- Content
- Curricular Competencies
- Supporting Materials

## 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>.



## CAREER EDUCATION

### Existing IRPs

#### Planning 10

##### Content

- 28 PLOs are organized into the following areas:
  - Graduation Program
  - Education and Careers
  - Health
  - Finances
- The focus is on providing opportunities for student to plan for successful learning in the Graduation Program, explore a range of post-secondary education and career options, think critically about health issues and decisions, and develop financial literacy skills related to pursuing their education and career goals.

##### Skill Development

- This course provides students with foundational skills and knowledge required to make decisions in their present and future lives.
- There is no consistent framework in the curriculum for the development of these 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/healthcareer/2007planning10.pdf>.

### New Curriculum

#### Career Life Education

This course is intended to be a direct replacement for Planning 10.

##### Content

- 14 learning standards organized into 3 categories:
  - Personal Development: self-assessment for career research; goal setting; lifelong learning; graduation requirements; personal financial planning; workplace etiquette
  - Connections to Community: global trends and economy
  - Career Life Plan: essential career skills; employability skills; post-graduation opportunities; employment standards; labour and market trends; workplace safety; work experience opportunities
- Flexibility for implementation across the graduation years. This course does not have an assigned grade level.

##### Skill Development

- 14 well-developed learning Curricular Competencies addressing 3 themes:
  - Personal and Professional
  - Information and Analysis
  - Planning and Problem Solving

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/career-education/en\\_ce\\_career-life-education\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/career-education/en_ce_career-life-education_elab.pdf).

## Graduation Transitions

### Content

- 3 PLOs are organized into the following areas:
  - Personal health
  - Community Connections
  - Career and Life
- Students who meet the minimum PLOs will be given a comment of “meeting requirement” on the term and final reports. A comment of “not meeting requirement” will be made at any time when students are not meeting the PLOs.

### Skill Development

- Graduation Transitions is intended to prepare students for a successful transition to life after secondary school.
- It encourages students to:
  - take ownership of their own health and learning
  - examine and demonstrate connections between their learning and their future
  - create a plan for their growth and development as skilled, healthy, knowledgeable, participating citizens
  - exhibit attributes of a BC graduate

For detailed information on the existing IRP, please see

[http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/prog\\_guide\\_grad\\_trans.pdf](http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/prog_guide_grad_trans.pdf).

## Career Life Connections

This course is intended to be a direct replacement for Graduation Transitions. It includes a Capstone Project.

### Content

- 12 learning standards organized into 3 categories:
  - Personal Development: awareness that self-assessment and preparation are needed to achieve post-graduation goals and plans; cultivation and nurturing of interpersonal, intercultural, collaborative, and social skills; communication skills and how they are developed
  - Connections to Community: awareness of and respect for local and global cultural differences; transferable skills and how they are gained through a variety of in-school and out-of-school experiences
  - Career Life Plan: multiple ways to gather career information; critical assessment and interpretation of career-related information, including labour market trends; paid and unpaid work that provides insight into career choices; application of employment standards and various workplace safety standards; awareness that careers and career choices may change with time and new experiences; awareness that all careers are multifaceted and have a variety of choices and opportunities; understanding that prior learning can guide future career and life choices
- Flexibility for implementation across the graduation years. This course does not have an assigned grade level.
- This course includes a Capstone Project that is a requirement for graduation

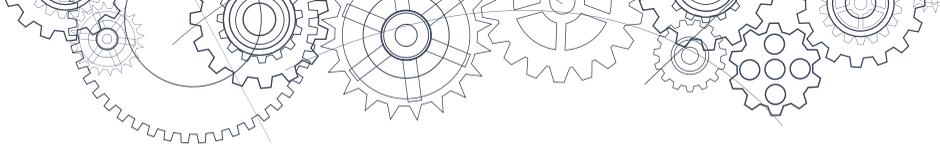
### Skill Development

- 15 well-developed learning Curricular Competencies addressing 3 themes:
  - Personal and Professional
  - Information and Analysis
  - Planning and Problem Solving

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/career-education/en\\_ce\\_career-life-connections\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/career-education/en_ce_career-life-connections_elab.pdf).

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/career-education/en\\_ce\\_capstone.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/career-education/en_ce_capstone.pdf).



# PHYSICAL AND HEALTH EDUCATION

## Existing IRPs

### Planning 10

#### Content

- 9 Health PLOs in 4 curriculum organizers:
  - Healthy Living, analyzing factors that influence health
  - Health Information, analyzing health information for validity
  - Healthy Relationships, covering skills needed to build and maintain healthy relationships
  - Health Decisions, analyzing how to make healthy decisions regarding things such as sexual activity, use of substances, and road safety

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/assets/gov/education/childcare-to-grade-12/teach/pdfs/curriculum/healthcareer/2007planning10.pdf>.

### Physical Education 10

#### Content and Skill Development

- 14 PLOs in 3 curriculum organizers:
  - Active Living, including ways to be active throughout one's life and demonstrating a willingness to participate in physical activities.
  - Movement, including applying movement skills in a variety of individual and group activities
  - Safety, Fair Play, and Leadership, including demonstrating safe use of equipment and facilities and demonstrating leadership and fair play in a variety of activities

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/assets/gov/education/childcare-to-grade-12/teach/pdfs/curriculum/physicaleducation/2008pe810.pdf>.

## New Curriculum

### Physical and Health Education 10

This course is intended to replace the health content from Planning 10 and the physical education content from Physical Education 10.

#### Content

- 16 learning standards with two major themes:
  - 6 learning standards related to the development of movement skills and personal fitness
  - 10 learning standards covering a variety of health topics, including healthy sexual decision making, substance misuse, understanding mental health issues like stress, anxiety and depression, and protecting themselves in dangerous or uncomfortable situations
- These learning standards are broad to include a number of different topics at the discretion of the teacher in order to provide content most relevant to the students.

#### Skill Development

- 20 learning standards in 4 categories:
  - Physical Literacy, including developing and refining movement skills and safely participating in a variety of activities
  - Healthy and Active Living, including ways to enhance personal fitness and make healthy choices in nutrition
  - Social and Community Health, including topics such as responding to bullying and maintaining healthy relationships
  - Mental Well-Being, including strategies for promoting mental well-being and strategies for managing the physical, emotional, and social changes that occur during puberty and adolescence
- The topics in these 4 categories begin in Kindergarten and increase in sophistication as student mature.

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\\_10.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/physical-health-education/en_phe_10.pdf).



## Existing IRPs

### Physical Education 11

#### Content and Skill Development

- 25 PLOs in 3 curriculum organizers:
  - Active Living, including ways to be active throughout one's life, understanding key systems of the body, and demonstrating a willingness to participate in physical activities
  - Movement, including applying movement skills in a variety of individual and group activities in a variety of environments.
  - Personal and Social Responsibility, including demonstrating respectful behavior towards other, demonstrating safe use of equipment and facilities, and demonstrating leadership and fair play in a variety of activities

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/physicaleducation/1997pe1112.pdf>.

## New Curriculum

### Active Living 11

Active Living 11 is one of the courses replacing Physical Education 11 and focuses on enabling a range of physical activity for students based on student interests and fitness goals.

#### Content

- 9 learning standards, covering a range of topics related to physical activity, including proper physical movement patterns, safety and etiquette in physical activity, and short and long-term consequences of health decisions.

#### Skill Development

- 9 learning standards built around the development of skills to plan and participate in a variety of different physical activities, as well as analyzing the importance of lifelong physical activity.

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\\_acl.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/physical-health-education/en_phe_11_acl.pdf).



## Physical Education 11

### Content and Skill Development

- 25 PLOs in 3 curriculum organizers:
  - Active Living, including ways to be active throughout one's life, understanding key systems of the body, and demonstrating a willingness to participate in physical activities
  - Movement, including applying movement skills in a variety of individual and group activities in a variety of environments.
  - Personal and Social Responsibility, including demonstrating respectful behavior towards other, demonstrating safe use of equipment and facilities, and demonstrating leadership and fair play in a variety of activities

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/physicaleducation/1997pe1112.pdf>.

## Fitness and Conditioning 11

Fitness and Conditioning 11 is one of the courses replacing Physical Education 11. Fitness and Conditioning is for students who are interested in more intensive physical activity and fitness development.

### Content

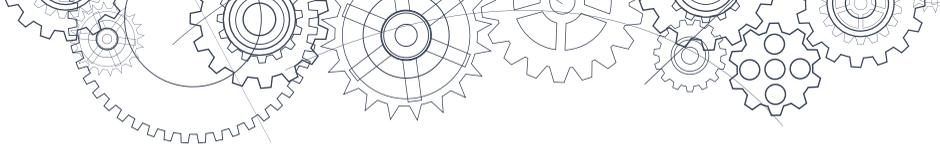
- 15 learning standards, covering systems of the body involved in physical activity, fitness training principles, planning workouts, and monitoring exertion levels.

### Skill Development

- 20 learning standards in 4 categories:
  - Physical Literacy, including developing and refining movement skills and safely participating in a variety of activities
  - Healthy and Active Living, including ways to enhance personal fitness and make healthy choices in nutrition
  - Social and Community Health, including topics such as responding to bullying and maintaining healthy relationships
  - Mental Well-Being, including strategies for promoting mental well-being and strategies for managing the physical, emotional, and social changes that occur during puberty and adolescence

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



## Existing IRPs

### Physical Education 11

#### Content and Skill Development

- 25 PLOs in 3 curriculum organizers:
  - Active Living, including ways to be active throughout one's life, understanding key systems of the body, and demonstrating a willingness to participate in physical activities
  - Movement, including applying movement skills in a variety of individual and group activities in a variety of environments.
  - Personal and Social Responsibility, including demonstrating respectful behavior towards other, demonstrating safe use of equipment and facilities, and demonstrating leadership and fair play in a variety of activities

For detailed information on the existing IRP, please see <http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/physicaleducation/1997pe1112.pdf>.

## New Curriculum

### Outdoor Education 11

Outdoor Education 11 is one of the courses replacing Physical Education 11 and focuses on engaging students in physical activity in outdoor settings and developing specific skills for outdoor activities.

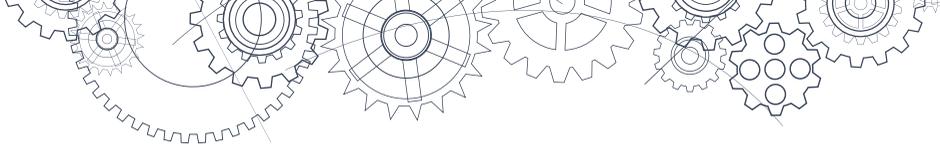
#### Content

- 9 learning standards, covering a range of topics related to physical activity, including proper physical movement patterns, safety and etiquette in physical activity, and short and long-term consequences of health decisions.

#### Skill Development

- 12 learning standards in 3 curriculum organizers:
  - Outdoor activity skills and healthy living, including skills such as participating in outdoor activities, monitoring exertion levels and environmental conditions in outdoor activities, and nutritional requirements for outdoor activities
  - Social responsibility, including participating in outdoor activities while respecting environment and cultural sensitivities
  - Collaboration, teamwork, and safety, including how to cooperate and communicate effectively in outdoor environments and emergency situations

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\\_oed.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/physical-health-education/en_phe_11_oed.pdf).



## Existing IRPs

### Physical Education 12

#### Content and Skill Development

- 23 PLOs in 3 curriculum organizers:
  - Active Living, including ways to be active throughout one's life, understanding key systems of the body, and demonstrating a willingness to participate in physical activities
  - Movement, including applying movement skills in a variety of individual and group activities in a variety of environments
  - Personal and Social Responsibility, including demonstrating respectful behavior towards other, demonstrating safe use of equipment and facilities, and demonstrating leadership and fair play in a variety of activities

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/physicaleducation/1997pe1112.pdf>.

## New Curriculum

### Active Living 12

Active Living 12 is one of the courses replacing Physical Education 12 and focuses on enabling a range of physical activity for students based on student interests and fitness goals.

#### Content

- 11 learning standards, covering a range of topics related to physical activity, including proper physical movement patterns, safety and etiquette in physical activity, and short and long-term consequences of health decisions.

#### Skill Development

- 9 learning standards built around the development of skills to plan and participate in a variety of different physical activities, as well as analyzing the importance of lifelong physical activity.

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\\_acl.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/physical-health-education/en_phe_12_acl.pdf).

## Physical Education 12

### Content and Skill Development

- 23 PLOs in 3 curriculum organizers:
  - Active Living, including ways to be active throughout one's life, understanding key systems of the body, and demonstrating a willingness to participate in physical activities
  - Movement, including applying movement skills in a variety of individual and group activities in a variety of environments
  - Personal and Social Responsibility, including demonstrating respectful behavior towards other, demonstrating safe use of equipment and facilities, and demonstrating leadership and fair play in a variety of activities

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/physicaleducation/1997pe1112.pdf>.

## Fitness and Conditioning 12

Fitness and Conditioning 12 is one of the courses replacing Physical Education 12. Fitness and Conditioning is for students who are interested in more intensive physical activity and fitness development.

### Content

- 15 learning standards, covering systems of the body involved in physical activity, fitness training principles, planning workouts, and monitoring exertion levels.

### Skill Development

- 20 learning standards in 4 categories:
  - Physical Literacy, including developing and refining movement skills and safely participating in a variety of activities
  - Healthy and Active Living, including ways to enhance personal fitness and make healthy choices in nutrition
  - Social and Community Health, including topics such as responding to bullying and maintaining healthy relationships
  - Mental Well-Being, including strategies for promoting mental well-being and strategies for managing the physical, emotional, and social changes that occur during puberty and adolescence

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

## Physical Education 12

### Content and Skill Development

- 23 PLOs in 3 curriculum organizers:
  - Active Living, including ways to be active throughout one's life, understanding key systems of the body, and demonstrating a willingness to participate in physical activities
  - Movement, including applying movement skills in a variety of individual and group activities in a variety of environments
  - Personal and Social Responsibility, including demonstrating respectful behavior towards other, demonstrating safe use of equipment and facilities, and demonstrating leadership and fair play in a variety of activities

For detailed information on the existing IRP, please see

<http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/physicaleducation/1997pe1112.pdf>.

## Outdoor Education 12

Outdoor Education 12 is one of the courses replacing Physical Education 12 and focuses on engaging students in physical activity in outdoor settings and developing specific skills for outdoor activities.

### Content

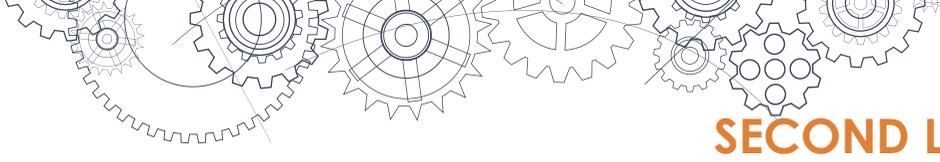
- 9 learning standards, covering a range of topics related to physical activity, including proper physical movement patterns, safety and etiquette in physical activity, and short and long-term consequences of health decisions.

### Skill Development

- 12 learning standards in 3 curriculum organizers:
  - Outdoor activity skills and healthy living, including skills such as participating in outdoor activities, monitoring exertion levels and environmental conditions in outdoor activities, and nutritional requirements for outdoor activities
  - Social responsibility, including participating in outdoor activities while respecting environment and cultural sensitivities
  - Collaboration, teamwork, and safety, including how to cooperate and communicate effectively in outdoor environments and emergency situations

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\\_oed.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/physical-health-education/en_phe_12_oed.pdf).



## SECOND LANGUAGES – American Sign Language (ASL)

### Existing IRPs

#### American Sign Language 10

##### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 9 detailed PLOs

##### Skill Development

- communicate needs, desires, and emotions in a variety of situations
- describe events and experiences in logical order
- process and adapt information
- view creative works and respond to them in various ways
- demonstrate understanding of the contributions of the Deaf community to Canada

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997asl512.pdf>.

### New Curriculum

#### American Sign Language 10

This course is intended to be a direct replacement of American Sign Language 10.

##### Content

- 8 learning standards that focus on acquiring a new language
- non-manual signals
- a range of commonly used vocabulary and ASL sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - histories
  - identity
  - place
- past, present and future time frames
- common elements of stories
- idiomatic expressions from across D/deaf communities

##### Skill Development

- 15 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_asl\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_asl_elab.pdf).

## American Sign Language – Introductory 11

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 9 detailed PLOs

### Skill Development

- communicate information, opinions, and preferences
- ask and respond to basic questions, make simple requests
- find and use information from ASL resources to complete authentic tasks
- view creative works and respond to them in various ways
- identify elements of Deaf culture and identify characteristics of Deaf culture as it relates to ASL

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997asl512.pdf>.

## American Sign Language – Introductory 11

This course is intended to be a direct replacement of American Sign Language – Introductory 11.

### Content

- 11 learning standards that focus on acquiring a new language
- use facial expressions, non-manual signals, movement and location to communicate effectively in ASL
- a range of commonly used vocabulary and ASL sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place

### Skill Development

- 10 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

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

## American Sign Language 11

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 13 detailed PLOs

### Skill Development

- exchange opinions on topics of interest
- describe or narrate an event, situation, or experience
- research and use relevant information from a variety of ASL resources
- view creative works and respond to them in various ways
- describe the role of technology as it relates to the Deaf community
- assess the relationship between Deaf culture and ASL
- show an awareness of and use some ASL puns, metaphors, and figurative expressions

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997asl512.pdf>.

## American Sign Language 11

This course is intended to be a direct replacement of American Sign Language 11.

### Content

- 5 learning standards that focus on acquiring a new language
- a range of increasingly complex vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - histories
  - identity
  - place
- past, present and future time frames
- register and language etiquette
- distinguishing features of major ASL regional dialects

### Skill Development

- 18 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_asl\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_asl_elab.pdf).

## American Sign Language 12

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 13 detailed PLOs

### Skill Development

- exchange ideas and thoughts about areas of personal interest and points of view
- express long and short-term plans, goals and intentions
- interact in ASL effectively and spontaneously in real life
- research, analyze and use relevant information from several sources
- view creative works and respond to them through drama, visual arts, rhythmic drumming and visual media
- demonstrate effective and culturally appropriate behaviour in social settings

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997asl512.pdf>.

## American Sign Language 12

This course is intended to be a direct replacement of American Sign Language 12.

### Content

- 6 learning standards that focus on acquiring a new language
- a wider range of increasingly complex vocabulary and ASL sentence structures for communicating meaning
- First Peoples perspectives connecting language and culture
  - histories
  - identity
  - place
- register and language etiquette
- features of major ASL regional dialects
- the impact of history and experiences on language and culture

### Skill Development

- 17 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_asl\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_asl_elab.pdf).



## SECOND LANGUAGES – German

### Existing IRPs

#### German 10

##### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 8 detailed PLOs

##### Skill Development

- describe events, situations, experiences
- exchange opinions and reasons for preferences
- process and adapt information from German-language resources
- convey acquired information in oral and written language
- view, listen to and read creative works and respond to them in various ways
- identify and compare Canadian customs and traditions with those of German-speaking cultures

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997german512.pdf>.

### New Curriculum

#### German 10

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

##### Content

- 7 learning standards that focus on acquiring a new language
- a range of commonly used vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present and future time frames
- common elements of stories
- idiomatic expressions from across German-speaking countries

##### Skill Development

- 14 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_german\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_german_elab.pdf).

## German – Introductory 11

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 10 detailed PLOs

### Skill Development

- ask and respond to basic questions, greetings, expressions, make simple requests and ask for assistance
- describe or narrate events, situations or experiences
- process, adapt and convey acquired information in oral and written language
- view, listen to, and read creative works with visual and contextual support, and respond to them in a variety of ways
- identify similarities and differences between German-speaking cultures and their own or other cultures

For detailed information on the existing IRP, please see <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997german512.pdf>.

## German – Introductory 11

This course is intended to be a direct replacement of German – Introductory 11.

### Content

- 8 learning standards that focus on acquiring a new language
- German phonemes and letter patterns
- common, high-frequency vocabulary and sentence structures
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place

### Skill Development

- 19 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

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

## German 11

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 15 detailed PLOs

### Skill Development

- describe or narrate events, situations, experiences
- exchange opinions and reasons for preferences
- interact in and respond to new and increasingly complex exchanges
- research, use and convey acquired information in a variety of formats
- view, listen to and read creative works and respond to them in various ways
- identify and demonstrate understanding of cultural and societal similarities and differences between Canadian and German-speaking countries

For detailed information on the existing IRP, please see <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997german512.pdf>.

## German 11

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

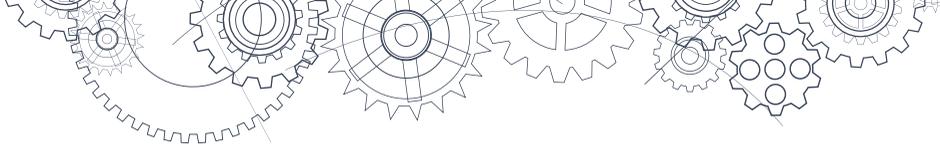
### Content

- 5 learning standards that focus on acquiring a new language
- a range of increasingly complex vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present and future time frames
- register and language etiquette

### Skill Development

- 18 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see [https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_german\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_german_elab.pdf).



## Existing IRPs

### German 12

#### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 10 detailed PLOs

#### Skill Development

- describe or narrate events, situations, experiences
- exchange opinions and reasons for preferences
- interact in and respond to new and increasingly complex exchanges
- research, use and convey acquired information in a variety of formats
- view, listen to and read creative works and respond to them in various ways
- identify and demonstrate understanding of cultural and societal similarities and differences between Canadian and German-speaking countries

For detailed information on the existing IRP, please see <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997german512.pdf>.

## New Curriculum

### German 12

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

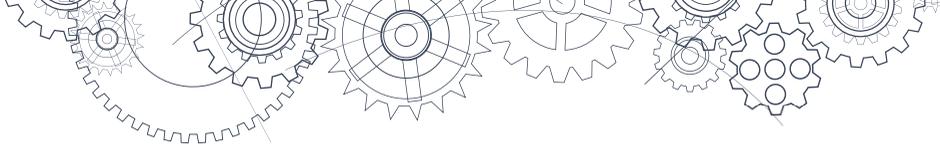
#### Content

- 6 learning standards that focus on acquiring a new language
- a wider range of increasingly complex vocabulary and sentence structures for communicating meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- multiple time frames
- register and language etiquette

#### Skill Development

- 19 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see [https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_german\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_german_elab.pdf).



## SECOND LANGUAGES – Italian

### Existing IRPs

#### Italian 10

##### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 9 detailed PLOs

##### Skill Development

- communicate needs, desires, and emotions
- describe events, and experiences in logical progression
- process and adapt information from resources in Italian
- view, listen to and read creative works and respond to them in various ways
- idiomatic expressions
- identify cultural content and examine their own customs compared to Italian culture

For detailed information on the existing IRP, please see <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/each/pdfs/curriculum/internationallanguages/2005italian512.pdf>.

### New Curriculum

#### Italian 10

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

##### Content

- 7 learning standards that focus on acquiring a new language
- a range of commonly used vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present and future time frames
- common elements of stories, creative works and texts
- idiomatic expressions from across the Italian-speaking world
- contributions of Italian-speaking Canadians to society

##### Skill Development

- 14 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see [https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_italian\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_italian_elab.pdf).

## Introductory Italian 11

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 11 detailed PLOs

### Skill Development

- share information, opinions, and preferences
- ask and respond to basic questions, make simple requests and ask for assistance
- find and use information from resources in Italian
- describe events, and experiences in logical progression
- view, listen to, and read creative works with visual and contextual support, and respond to them in a variety of ways
- identify characteristics of Italian culture; discuss similarities and differences to their own customs and Italian culture

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/each/pdfs/curriculum/internationallanguages/2005italian512.pdf>.

## Introductory Italian 11

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

### Content

- 16 learning standards that focus on acquiring a new language
- Italian alphabet, letter patterns, and phonemes
- common, high-frequency vocabulary and sentence structures for communicating meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- cultural practices, traditions, and customs in various Italian-speaking regions

### Skill Development

- 18 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

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

## Italian 11

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 9 detailed PLOs

### Skill Development

- exchange opinions on topics of interest
- describe or narrate, with supporting detail, an event, situation, or experiences
- interact in Italian with growing confidence
- research and use information from Italian resources
- view, listen to and read creative works and respond to them in various ways
- identify customs and traditions
- show awareness of and use idiomatic phrases, formulae, and ritualized language in oral and written forms

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/each/pdfs/curriculum/internationallanguages/2005italian512.pdf>.

## Italian 11

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

### Content

- 6 learning standards that focus on acquiring a new language
- a range of commonly used vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present and future time frames
- register and language etiquette
- features of major Italian regional dialects
- Italian communities and immigrant experiences
- Italian culture and creative works

### Skill Development

- 17 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_italian\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_italian_elab.pdf).

## Italian 12

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 9 detailed PLOs

### Skill Development

- exchange ideas and thoughts about areas of personal interest
- express long- and short-term plans, goals, and intentions
- interact in Italian effectively and with some spontaneity
- research, analyze, and use information from several sources
- view, listen to and read creative works, and respond to them through drama, visual arts, music, and writing
- show cultural sensitivity and give examples of how one is influenced by one's cultural experience

For detailed information on the existing IRP, please see <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/each/pdfs/curriculum/internationallanguages/2005italian512.pdf>.

## Italian 12

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

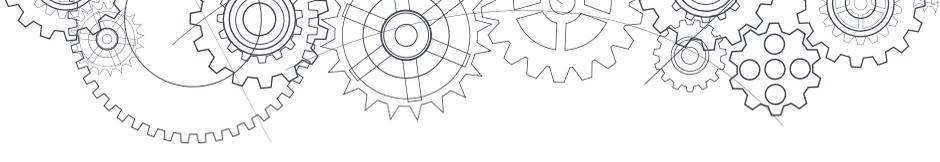
### Content

- 8 learning standards that focus on acquiring a new language
- a wider range of increasingly complex vocabulary and sentence structures for communicating meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- multiple forms of past, present, and future time frames
- register and language etiquette
- features of major Italian regional dialects
- Italian communities and immigrant experiences
- cultural influences on society and personal identity
- creative works in Italian culture and global society

### Skill Development

- 19 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see [https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_italian\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_italian_elab.pdf).



## SECOND LANGUAGES – Japanese

### Existing IRPs

#### Japanese 10

##### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 11 detailed PLOs

##### Skill Development

- introduce themselves and family members
- communicate needs, desires, and emotions
- describe events and experiences in logical progression
- exchange information orally and in writing using *hiragana* and *katakana*
- view, listen to and read creative works and respond to them in various ways
- demonstrate knowledge of Japanese culture and society

For detailed information on the existing IRP, please see <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997japanese512.pdf>.

### New Curriculum

#### Japanese 10

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

##### Content

- 9 learning standards that focus on acquiring a new language
- *hiragana* and *katakana* and an increasing range of *kanji*
- a range of commonly used vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present and future time frames
- common elements of stories and texts
- common expressions in Japanese

##### Skill Development

- 20 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see [https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_japanese\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_japanese_elab.pdf).

## Introductory Japanese 11

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 14 detailed PLOs

### Skill Development

- introduce themselves and family members
- describe events and experiences in logical progression
- communicate needs, desires, and emotions
- exchange information orally and in writing using *hiragana* and *katakana*
- locate, process and adapt information from Japanese-language resources
- view, listen to, and read creative works with visual and contextual support, and respond to them in a variety of ways
- demonstrate knowledge of concepts and terms that characterize Japanese culture and society
- compare Japanese culture with their own or other cultures

For detailed information on the existing IRP, please see <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997japanese512.pdf>.

## Introductory Japanese 11

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

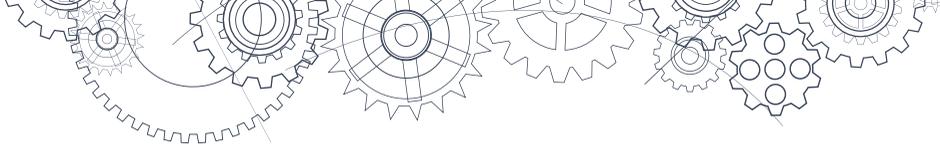
### Content

- 6 learning standards that focus on acquiring a new language
- Japanese writing conventions with *romaji*, *hiragana* and *katakana*, and some *kanji*
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- common, high-frequency vocabulary and sentence structures for communicating meaning

### Skill Development

- 11 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

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



## Existing IRPs

### Japanese 11

#### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 10 detailed PLOs

#### Skill Development

- exchange information on familiar topics using *hiragana*, *katakana*, and some *kanji* in familiar linguistic patterns
- describe or narrate, with supporting detail, an event, situation, or experiences
- use relevant information from Japanese-language resources
- convey acquired information in oral and visual forms, and in writing using *hiragana*, *katakana*, and some *kanji*
- view, listen to and read creative works and respond to them in various ways
- employ culturally specific Japanese manners and gestures
- analyze similarities and differences between Japanese culture and their own cultures

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997japanese512.pdf>.

## New Curriculum

### Japanese 11

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

#### Content

- 7 learning standards that focus on acquiring a new language
- Increasing range of *kanji*
- a range of increasingly complex vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present and future time frames
- register and language etiquette
- distinguishing features of major Japanese regional dialects
- indigenous Japanese histories and worldviews

#### Skill Development

- 19 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_japanese\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_japanese_elab.pdf).

## Japanese 12

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 9 detailed PLOs

### Skill Development

- exchange information on familiar topics and interests using specified *kanji*
- express plans, goals, and intentions; points of view
- interact in in a range of social and learning contexts
- research, analyze, and synthesize information from several Japanese-language sources
- convey information in oral, visual, and written forms
- view, listen to and read creative works, and respond to them in various ways
- demonstrate culturally appropriate manners and behaviour; adapt language to cultural context

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1997japanese512.pdf>.

## Japanese 12

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

### Content

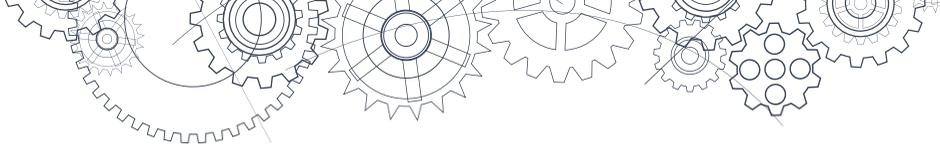
- 7 learning standards that focus on acquiring a new language
- a range of increasingly complex vocabulary and sentence structures for communicating meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- multiple forms of past, present, and future time frames
- register and language etiquette
- features of major Japanese regional dialects

### Skill Development

- 18 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_japanese\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_japanese_elab.pdf).



## SECOND LANGUAGES – Korean

### Existing IRPs

#### Korean 10

##### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 11 detailed PLOs

##### Skill Development

- communicate needs, desires, and motions; make suggestions
- describe events and experiences
- communicate in past, present, and future
- retrieve, process, and adapt information for Korean language resources
- explain in detail information in oral, visual, and written forms
- discuss and respond to authentic creative works
- identify contributions of Korean people to Canada and the world
- compare and contrast customs

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2006korean512.pdf>.

### New Curriculum

#### Korean 10

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

##### Content

- 9 learning standards that focus on acquiring a new language
- a range of commonly used vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present and future time frames
- common elements of stories and texts
- idiomatic expressions
- dialects and variations of different regions in Korea

##### Skill Development

- 16 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_korean\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_korean_elab.pdf).

## Introductory Korean 11

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 14 detailed PLOs

### Skill Development

- ask for information, permission, and clarification and respond accordingly
- recognize and use greetings, expressions and formal/informal forms of address
- communicate likes, dislikes, emotions; past, present, and future
- extract, retrieve, and process information from Korean language resources
- reflect on, discuss and respond to creative works from Korean culture
- identify characteristics of Korean culture and contributions of Korean people to the world

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2006korean512.pdf>.

## Introductory Korean 11

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

### Content

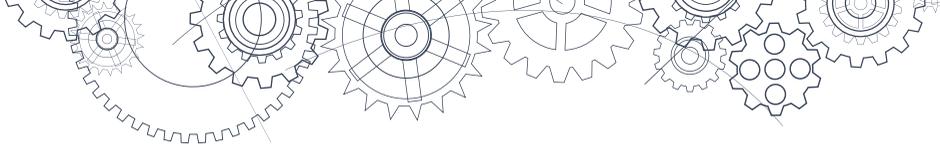
- 8 learning standards that focus on acquiring a new language
- Korean alphabet, phonemes, stroke order, and syllable construction
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- common, high-frequency vocabulary and sentence structures for communicating meaning

### Skill Development

- 14 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

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



## Existing IRPs

### Korean 11

#### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 12 detailed PLOs

#### Skill Development

- exchange opinions on topics of interest
- describe or narrate events, situations, or experiences
- use a range of vocabulary and expressions in past, present, and future
- retrieve, research and use information from Korean language resources
- summarize information in oral, visual, and written forms
- compare, contrast, and respond to creative works
- identify contemporary issues in Korean culture

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2006korean512.pdf>.

## New Curriculum

### Korean 11

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

#### Content

- 4 learning standards that focus on acquiring a new language
- a range of increasingly complex vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present and future time frames
- distinguishing features of Korean dialects

#### Skill Development

- 18 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_korean\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_korean_elab.pdf).



## Existing IRPs

### Korean 12

#### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 11 detailed PLOs

#### Skill Development

- express long- and short-term plans, goals, and intentions
- exchange ideas, thoughts, points of view
- describe, narrate, and analyze events, situations, or experiences
- use a wide range of vocabulary, complexity of expression, and idiom in past, present and future
- retrieve, research, analyze, and synthesize information from several sources
- analyze and respond to authentic creative works from Korean culture
- analyze and discuss contemporary issues in Korean culture

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2006korean512.pdf>.

## New Curriculum

### Korean 12

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

#### Content

- 6 learning standards that focus on acquiring a new language
- a wider range of increasingly complex vocabulary and sentence structures for communicating meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present, and future time frames
- formality
- features of Korean dialects

#### Skill Development

- 19 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_korean\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_korean_elab.pdf).



## SECOND LANGUAGES – Mandarin

### Existing IRPs

#### Mandarin Chinese 10

##### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 9 detailed PLOs

##### Skill Development

- communicate needs, desires, and emotions
- describe events, experiences, and procedures
- recognize and apply commonly use idiomatic expressions
- process and adapt information from Chinese-language resources
- convey acquired information in oral and written language
- view, listen to and read creative works and respond to them in various ways
- identify and compare Canadian customs and traditions with those of Chinese-speaking cultures

For detailed information on the existing IRP, please see <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1998mandchinese512.pdf>.

### New Curriculum

#### Mandarin Chinese 10

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

##### Content

- 12 learning standards that focus on acquiring a new language
- phonetic systems and tonal variations
- content-related Chinese characters, meaning, and structure
- a range of sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present and future time frames
- common elements of stories and texts
- idiomatic expressions from Chinese-speaking communities
- Chinese cultural festivals or celebrations around the world

##### Skill Development

- 15 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see [https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_mandarin\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_mandarin_elab.pdf).

## Introductory Mandarin Chinese 11

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 13 detailed PLOs

### Skill Development

- introduce themselves and others using appropriate terms
- identify and exchange preferences and interests
- communicate needs, desires, and emotions
- recognize and apply commonly used idiomatic expressions
- process and adapt information from Chinese-language resources
- view, listen to, and read creative works with visual and contextual support, and respond to them in a variety of ways
- identify their own and others' cultural backgrounds and cultural content in Chinese-language resources

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1998mandchinese512.pdf>.

## Introductory Mandarin Chinese 11

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

### Content

- 12 learning standards that focus on acquiring a new language
- phonetic systems, tonal variations, commonly used Chinese characters
- a range of basic sentence structures for communicating meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- cultural aspects of Chinese-speaking communities, practices, and traditions around the world

### Skill Development

- 15 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

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

## Mandarin Chinese 11

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 9 detailed PLOs

### Skill Development

- describe or narrate, with supporting detail, an event, situation, or experiences
- exchange opinions on topics of interest
- apply idiomatic expressions with some fluency
- research, use, and convey information from Chinese-language resources
- view, listen to and read creative works and respond to them in various ways
- identify and compare customs and traditions from various cultures

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1998mandchinese512.pdf>.

## Mandarin Chinese 11

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

### Content

- 11 learning standards that focus on acquiring a new language
- phonetic systems and tonal variations
- content-related Chinese characters, meaning, and structure
- a range of increasingly complex vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present and future time frames
- register and language etiquette
- traditional, regional and contemporary idiomatic expressions in Chinese-speaking communities
- Chinese cultural events and activities

### Skill Development

- 17 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_mandarin\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_mandarin_elab.pdf).

## Mandarin Chinese 12

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 11 detailed PLOs

### Skill Development

- exchange ideas and thoughts about areas of interest
- express long- and short-term plans, goals, and intentions; points of view
- use idiomatic expressions
- research, analyze, and synthesize information from several Chinese-language sources
- view, listen to and read creative works, and respond to them in various ways
- examine Chinese customs and traditions
- demonstrate cultural sensitivity through appropriate behaviour and language

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1998mandchinese512.pdf>.

## Mandarin Chinese 12

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

### Content

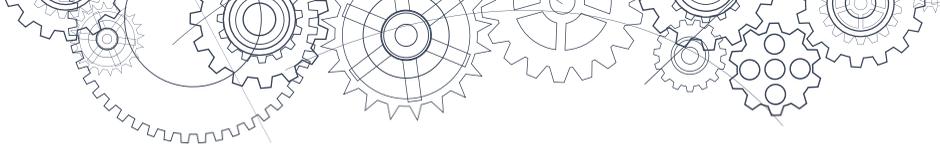
- 10 learning standards that focus on acquiring a new language
- content-related Chinese characters, meaning, and structure
- topic-based vocabulary
- a wider range of increasingly complex vocabulary and sentence structures for communicating meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- multiple forms of past, present, and future time frames
- register and language etiquette
- traditional, regional and contemporary idiomatic expressions in Chinese-speaking communities
- contributions of Chinese people to the global community

### Skill Development

- 17 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_mandarin\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_mandarin_elab.pdf).



## SECOND LANGUAGES – Punjabi

### Existing IRPs

#### Punjabi 10

##### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 12 detailed PLOs

##### Skill Development

- communicate needs, desires, and emotions; everyday activity/procedure
- describe events and experiences sequentially
- recognize and use simple idiomatic expressions
- extract and process information from a variety of sources
- respond to creative works from a variety of sources; produce a variety of creative works with increased emphasis on writing
- apply knowledge of characteristic Punjabi games, sports, crafts, customs, or celebrations to plan and implement cultural events
- explain the significance of Punjabi customs, celebrations, and festivals

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/childcare-to-grade-12/teach/pdfs/curriculum/internationallanguages/1995punjab512.pdf>.

### New Curriculum

#### Punjabi 10

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

##### Content

- 6 learning standards that focus on acquiring a new language
- a range of commonly used vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present and future time frames
- common elements of stories and texts
- contributions of Punjabi-speaking Canadians to society

##### Skill Development

- 15 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_punjabi\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_punjabi_elab.pdf).



## Existing IRPs

### Introductory Punjabi 11

#### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 19 detailed PLOs

#### Skill Development

- use common expressions and vocabulary for familiar objects
- introduce themselves and others; exchange simple greetings
- exchange information about likes, dislikes, and interests
- communicate needs, desires, or emotions appropriately
- describe events and experiences sequentially
- respond to and produce a variety of creative works
- demonstrate an understanding of the significance of particular Punjabi customs, celebrations, and festivals

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1995punjab512.pdf>.

## New Curriculum

### Introductory Punjabi 11

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

#### Content

- 6 learning standards that focus on acquiring a new language
- Punjabi alphabet, phonemes, letter patterns
- common, high-frequency vocabulary and sentence structures for communicating meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- common, high-frequency vocabulary and sentence structures for communicating meaning

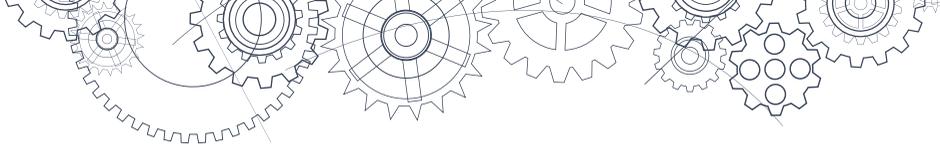
#### Skill Development

- 9 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

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





## Existing IRPs

### Punjabi 11

#### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 11 detailed PLOs

#### Skill Development

- exchange opinions on topics of interest
- describe or narrate, with supportive detail, an event, situation, or experience
- identify and use common idiomatic expressions
- research and use information from a variety of sources
- respond to creative works from a variety of sources
- produce a variety of written, oral, and visual creative works
- Punjabi language and culture in local and global communities

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1995punjab512.pdf>.

## New Curriculum

### Punjabi 11

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

#### Content

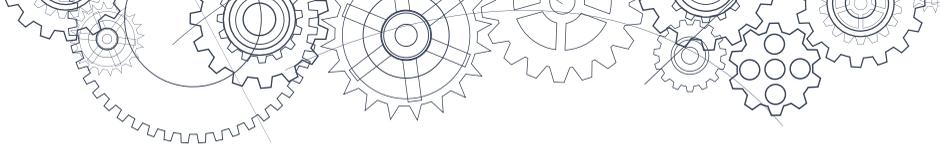
- 5 learning standards that focus on acquiring a new language
- a range of increasingly complex vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present and future time frames
- language etiquette
- impact of historical events on Punjabi language and culture

#### Skill Development

- 18 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_punjabi\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_punjabi_elab.pdf).



## Existing IRPs

### Punjabi 12

#### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 12 detailed PLOs

#### Skill Development

- exchange opinions and beliefs on topics of interest
- express plans, goals, and intentions
- demonstrate an understanding of a wide range of idiomatic expressions
- research, analyze, and use information from a variety of sources
- respond to creative works from a variety of sources
- produce a variety of creative works based on Punjabi resources
- Punjabi language and culture in local and global communities, including the significance of Punjabi customs, celebrations, and festivals

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/1995punjab512.pdf>.

## New Curriculum

### Punjabi 12

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

#### Content

- 7 learning standards that focus on acquiring a new language
- a wider range of increasingly complex vocabulary and sentence structures for communicating meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- multiple forms of past, present, and future time frames
- register and language etiquette
- idiomatic expressions
- how culture affects behaviour and attitudes

#### Skill Development

- 19 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_punjabi\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_punjabi_elab.pdf).

### Existing IRPs

#### Spanish Entry 9

##### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 14 detailed PLOs

##### Skill Development

- ask for information, permission, and clarification
- recognize and use greetings, expressions, formal and informal forms of address
- communicate likes, dislikes, desires, and emotions
- communicate in present and simple future
- extract, retrieve, and process information from Spanish-language resources
- explain information in oral, visual, and written forms
- reflect on and respond to authentic creative works from the Hispanic world

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2005spanish512.pdf>.

### New Curriculum

#### Spanish Entry 9

This course is intended to be a direct replacement of Spanish Entry 9.

##### Content

- 7 learning standards that focus on acquiring a new language
- Spanish letter patterns
- a range of commonly used vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present and future time frames
- common elements of stories

##### Skill Development

- 11 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

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

## Spanish 10

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 11 detailed PLOs

### Skill Development

- communicate needs, desires, and emotions
- describe events, and experiences
- communicate in past, present, and future
- retrieve, process, and adapt information from Spanish-language resources
- explain information in oral, visual, and written forms
- discuss and respond to authentic creative works from the Hispanic world
- identify contributions of Hispanic people to the world
- compare and contrast customs

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2005spanish512.pdf>.

## Spanish 10

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

### Content

- 7 learning standards that focus on acquiring a new language
- a range of commonly used vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present and future time frames
- common elements of stories and texts
- idiomatic expressions of Spanish-speaking Canadians to society

### Skill Development

- 14 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_spanish\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_spanish_elab.pdf).

## Introductory Spanish 11

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 14 detailed PLOs

### Skill Development

- ask for information, permission, and clarification
- recognize and use greetings, expressions, formal and informal forms of address
- communicate likes, dislikes, desires, and emotions
- communicate in past, present, and future
- extract, retrieve, process, and adapt information from Spanish-language resources
- explain information in oral, visual, and written forms
- reflect on, discuss, and respond to authentic creative works from the Hispanic world
- identify contributions of Hispanic people to the world
- compare and contrast customs

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2005spanish512.pdf>.

## Introductory Spanish 11

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

### Content

- 9 learning standards that focus on acquiring a new language
- Spanish letter patterns
- common elements of stories
- an increasing range of commonly used vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- cultural practices, traditions, and attitudes in various Spanish-speaking regions

### Skill Development

- 11 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

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

## Spanish 11

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 11 detailed PLOs

### Skill Development

- exchange opinions on topics of interest
- describe or narrate events, situations, and experiences
- range of vocabulary in past, present, and future
- retrieve, research, and use information from Spanish-language resources
- summarize information in oral, visual, and written forms
- compare, contrast and respond to creative works from the Hispanic world
- identify contributions and cultures of Hispanic people
- identify contemporary issues in the Hispanic world

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/internationallanguages/2005spanish512.pdf>.

## Spanish 11

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

### Content

- 5 learning standards that focus on acquiring a new language
- a range of increasingly complex vocabulary and sentence structures for conveying meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- past, present and future time frames
- register and language etiquette
- features of major Spanish regional dialects

### Skill Development

- 18 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_spanish\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_spanish_elab.pdf).

## Spanish 12

### Content

- The components of this IRP are categorized under four curriculum organizers:
  - Communicating
  - Acquiring Information
  - Experiencing Creative Works
  - Understanding Culture and Society
- 11 detailed PLOs

### Skill Development

- express short- and long-term plans, goals, and intentions
- exchange ideas, thoughts, and points of view
- describe, narrate, and analyze events, situations, and experiences
- range of vocabulary in past, present, and future
- retrieve, research, and analyze information from Spanish-language resources
- synthesize information in oral, visual, and written forms
- analyze and respond to creative works and contemporary issues from the Hispanic world
- use language, expressions, and behaviours to reflect cultural context

For detailed information on the existing IRP, please see

<https://www2.gov.bc.ca/assets/gov/education/childcare-to-grade-12/teach/pdfs/curriculum/internationallanguages/2005spanish512.pdf>.

## Spanish 12

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

### Content

- 7 learning standards that focus on acquiring a new language
- a wider range of increasingly complex vocabulary and sentence structures for communicating meaning
- First Peoples perspectives connecting language and culture
  - oral histories
  - identity
  - place
- multiple forms of past, present, and future time frames
- register and language etiquette
- features of major Spanish regional dialects
- how culture affects behaviour and attitudes

### Skill Development

- 20 well-developed learning standards organized into 3 areas that span Grade 5 to Grade 12:
  - Language Thinking
  - Communication
  - Personal & Social Awareness

For detailed information on the new curriculum, please see

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en\\_sl\\_5-12\\_spanish\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/second-languages/en_sl_5-12_spanish_elab.pdf).