

Prescribed Learning Outcomes for Grade 10 Required Areas of Study

Term			English Language Arts 10 (2007)
1	2	3	It is expected that students will:
			Oral Language (Speaking and Listening)
			<i>Purposes (Oral Language)</i>
			<ul style="list-style-type: none"> interact and collaborate in pairs and groups to, support and extend the learning of self and others, explore experiences, ideas, and information, gain insight into others' perspectives, respond to and analyse a variety of texts, and create a variety of texts
			<ul style="list-style-type: none"> express ideas and information in a variety of situations and to, explore and respond, recall and describe, narrate and explain, argue, persuade, and support, and engage and entertain
			<ul style="list-style-type: none"> listen to comprehend, interpret, and evaluate ideas and information from a variety of texts, considering, purpose, messages, tone, structure, effects and impact, bias, and context, including historical and cultural influences
			<i>Strategies (Oral Language)</i>
			<ul style="list-style-type: none"> select, adapt, and apply a range of strategies to interact and collaborate with others in pairs and groups, including initiating and sharing responsibilities, listening actively, contributing ideas and supporting the ideas of others, acknowledging and discussing diverse points of view, and reaching consensus or agreeing to differ
			<ul style="list-style-type: none"> select, adapt, and apply a range of strategies to prepare oral communications, including interpreting a task and setting a purpose, generating ideas, considering multiple perspectives, synthesizing relevant knowledge and experiences, and planning and rehearsing presentations
			<ul style="list-style-type: none"> select, adapt, and apply a range of strategies to express ideas and information in oral communications, including vocal techniques, style and tone, nonverbal techniques, visual aids, organizational and memory aids, and monitoring methods
			<ul style="list-style-type: none"> use listening strategies to understand, recall, and analyse a variety of texts, including extending understanding by accessing prior knowledge, making plausible predictions, summarizing main points, generating thoughtful questions, and clarifying and confirming meaning
			<i>Thinking (Oral Language)</i>
			<ul style="list-style-type: none"> speak and listen to make personal responses to texts, by making connections with prior knowledge and experiences, relating reactions and emotions to understanding of the text, generating thoughtful questions, making inferences, and explaining opinions using reasons and evidence

		<ul style="list-style-type: none"> • speak and listen to interpret, analyse, and evaluate ideas and information from texts, by making and supporting reasoned judgments, examining and comparing ideas and elements among texts, describing and comparing perspectives, describing bias, contradictions, and non-represented perspectives, and identifying the importance and impact of historical and cultural contexts
		<ul style="list-style-type: none"> • speak and listen to synthesize and extend thinking, by personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, transforming existing ideas and information, and contextualizing ideas and information
		<ul style="list-style-type: none"> • use metacognitive strategies to reflect on and assess their speaking and listening, by referring to criteria, setting goals for improvement, creating a plan for achieving goals, and evaluating progress and setting new goals
<i>Features (Oral Language)</i>		
		<ul style="list-style-type: none"> • recognize and apply the structures and features of oral language to convey and derive meaning, including context, text structures, syntax, diction, usage conventions, rhetorical devices, vocal techniques, nonverbal techniques, and idiomatic expressions
Reading and Viewing		
<i>Purposes (Reading and Viewing)</i>		
		<ul style="list-style-type: none"> • read, both collaboratively and independently, to comprehend a variety of literary texts, including literature reflecting a variety of times, places, and perspectives, literature reflecting a variety of prose forms, poetry in a variety of narrative and lyric forms, significant works of Canadian literature (e.g., the study of plays, short stories, poetry, or novels), traditional forms from Aboriginal and other cultures, and student-generated material
		<ul style="list-style-type: none"> • read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with increasing complexity of ideas and form, such as, articles and reports, biographies and autobiographies, textbooks, magazines, and newspapers, print and electronic reference material, advertising and promotional material, opinion-based material, and student-generated material
		<ul style="list-style-type: none"> • view, both collaboratively and independently, to comprehend a variety of visual texts, such as broadcast media, web sites, graphic novels, film and video, photographs, art, visual components of print media, and student-generated material
		<ul style="list-style-type: none"> • independently select and read, for sustained periods of time, texts for enjoyment and to increase and fluency
<i>Strategies (Reading and Viewing)</i>		
		<ul style="list-style-type: none"> • before reading and viewing, select, adapt, and apply a range of strategies to anticipate content and construct meaning, including interpreting a task, setting a purpose or multiple purposes, accessing prior knowledge, including knowledge of genre, form, and context, making logical, detailed predictions, and generating guiding or speculative questions
		<ul style="list-style-type: none"> • during reading and viewing, select, adapt, and apply a range of strategies to construct, monitor, and confirm meaning, including comparing and refining predictions, questions, images, and connections, making inferences and drawing conclusions, summarizing and paraphrasing, using text features, determining the meaning of unknown words and phrases, and clarifying meaning

		<ul style="list-style-type: none"> after reading and viewing, select, adapt, and apply a range of strategies to extend and confirm meaning and to consider author's craft, including, reflecting on predictions, questions, images, and connections made during reading, reviewing text and purpose for reading, making inferences and drawing conclusions, summarizing, synthesizing, and applying ideas, and identifying stylistic techniques
<i>Thinking (Reading and Viewing)</i>		
		<ul style="list-style-type: none"> explain and support personal responses to texts, by making comparisons to other ideas and concepts, relating reactions and emotions to understanding of the text, explaining opinions using reasons and evidence, and suggesting contextual influences
		<ul style="list-style-type: none"> interpret, analyse, and evaluate ideas and information from texts, by making and supporting reasoned judgments, comparing ideas and elements among texts, identifying and describing diverse voices, describing bias, contradictions, and non-represented perspectives, and identifying the importance and impact of historical and cultural contexts
		<ul style="list-style-type: none"> synthesize and extend thinking about texts, by personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, transforming existing ideas and information, and contextualizing ideas and information
		<ul style="list-style-type: none"> use metacognitive strategies to reflect on and assess their reading and viewing, by referring to criteria, setting goals for improvement, creating a plan for achieving goals, and evaluating progress and setting new goals
<i>Features (Reading and Viewing)</i>		
		<ul style="list-style-type: none"> recognize and explain how structures and features of text shape readers' and viewers' construction of meaning, including, form and genre, functions of text, literary elements, literary devices, use of language, non-fiction elements, and visual/artistic devices
		<ul style="list-style-type: none"> demonstrate increasing word skills and vocabulary knowledge, by analysing the origins and roots of words, determining meanings and uses of words based on context, identifying, selecting, and using appropriate academic and technical language, using vocabulary appropriate to audience and purpose, discerning nuances in meaning of words considering historical, cultural, and, literary contexts
<i>Writing and Representing</i>		
<i>Purposes (Writing and Representing)</i>		
		<ul style="list-style-type: none"> write meaningful personal texts that elaborate on ideas and information to experiment, express self, make connections, reflect and respond, and remember and recall
		<ul style="list-style-type: none"> write purposeful information texts that express ideas and information to, explore and respond, record and describe, analyse and explain, speculate and consider, argue and persuade, and engage
		<ul style="list-style-type: none"> write effective imaginative texts to develop ideas and information to strengthen connections and insights, explore and adapt literary forms and techniques, experiment with increasingly sophisticated language and style, and engage and entertain

		<ul style="list-style-type: none"> create thoughtful representations that communicate ideas and information to explore and respond, record and describe, explain and persuade, and engage
<i>Strategies (Writing and Representing)</i>		
		<ul style="list-style-type: none"> select, adapt, and apply a range of strategies to generate, develop, and organize ideas for writing and representing, including, making connections, setting a purpose and considering audience, gathering and summarizing ideas from personal interest, knowledge, and inquiry, analysing writing samples or model, and setting class-generated criteria
		<ul style="list-style-type: none"> select, adapt, and apply a range of drafting and composing strategies while writing and representing including, using a variety of sources to collect ideas and information, generating text, organizing and synthesizing ideas and information, analysing writing samples or models, and creating and consulting criteria
		<ul style="list-style-type: none"> select, adapt, and apply a range of strategies to revise, edit, and publish writing and representing, including checking work against established criteria, enhancing supporting details and examples, refining specific aspects and features of text, and proofreading
<i>Thinking (Writing and Representing)</i>		
		<ul style="list-style-type: none"> write and represent to explain and support personal responses to texts, by making comparisons to other ideas and concepts, relating reactions and emotions to understanding of the text, developing opinions using reasons and evidence, and suggesting contextual influences
		<ul style="list-style-type: none"> write and represent to interpret, analyse, and evaluate ideas and information from texts, by making and supporting reasoned judgments, describing and comparing perspectives, describing bias, contradictions, and non-represented perspectives, and identifying the importance and impact of historical and cultural contexts
		<ul style="list-style-type: none"> write and represent to synthesize and extend thinking, by personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, transforming existing ideas and information, and contextualizing ideas and information
		<ul style="list-style-type: none"> use metacognitive strategies to reflect on and assess their writing and representing, by relating their work to criteria, setting goals for improvement, creating a plan for achieving goals, and evaluating progress and setting new goals
<i>Features (Writing and Representing)</i>		
		<ul style="list-style-type: none"> use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including syntax and sentence fluency, diction, point of view, literary devices, and visual/artistic devices
		<ul style="list-style-type: none"> use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including, organization of ideas and information, and text features and visual/artistic devices
		<ul style="list-style-type: none"> use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including, grammar and usage, punctuation, capitalization, and Canadian spelling, copyright and citation of references, and presentation/layout

Term			Fine Arts 10 (1996) (Students are required to study only <i>ONE</i> of dance, drama, music or visual arts)
1	2	3	DANCE
			<i>Elements of Movement</i>
			<i>It is expected that students will use the elements of movement (body, space, time, dynamics, and relationship) with increasing degrees of refinement, complexity, and variety.</i>
			<ul style="list-style-type: none"> demonstrate competent use of dance techniques specific to particular genres
			<ul style="list-style-type: none"> apply principles of movement (alignment, breathing, balance, flexibility, strength) to dance
			<ul style="list-style-type: none"> apply principles of fitness, health, and safety to dance
			<ul style="list-style-type: none"> use elements of movement in a variety of combinations, as appropriate to the given genre or purpose
			<i>Creation and Composition</i>
			<i>It is expected that students will use the creative process of exploration, selection, combination, refinement, and reflection to compose movement sequences and dances.</i>
			<ul style="list-style-type: none"> create movement to respond to or represent abstract ideas
			<ul style="list-style-type: none"> demonstrate use of choreographic forms
			<ul style="list-style-type: none"> transform a dance sequence
			<ul style="list-style-type: none"> use technical elements of stagecraft to create desired effects in dance
			<ul style="list-style-type: none"> create and demonstrate a dance sequence in a chosen genre or style and for a given purpose
			<i>Presentation and Performance</i>
			<i>It is expected that students will participate in the presentation and performance of dance.</i>
			<ul style="list-style-type: none"> rehearse and perform dance for a specific environment
			<ul style="list-style-type: none"> demonstrate dance movements in the appropriate style for the chosen genre or choreography
			<ul style="list-style-type: none"> analyse technical elements of stagecraft used in dance performances
			<ul style="list-style-type: none"> demonstrate skills and attitudes appropriate to a range of dance experiences as performer, participant, and audience, demonstrating: an awareness that dance strengthens the sense of community, audience and performer etiquette, performance skills and respect for others' contributions
			<ul style="list-style-type: none"> use established criteria to analyse structure, style, and meaning in dance
			<i>Dance and Society</i>
			<i>It is expected that students will demonstrate a growing awareness, understanding, and appreciation of the histories, diversities, roles, and influences of dance within society.</i>

			<ul style="list-style-type: none"> analyse the cultural context and evolution of a particular dance genre
			<ul style="list-style-type: none"> compare and contrast two or more styles of dance within a common cultural or historical context
			<ul style="list-style-type: none"> analyse roles in dance
			<ul style="list-style-type: none"> create a personal plan for lifelong involvement in dance as a career, recreation, or entertainment

Grade 10 Supplement to the Dance 10 IRP

Term			Fine Arts 10
			DANCE
			Choreography
1	2	3	<i>Technique: development of dance techniques as specific to creating dance in various styles and genres</i>
			<ul style="list-style-type: none"> apply all parts of the creative process (exploration, selection, combination, refinement, and reflection) to choreography
			<ul style="list-style-type: none"> physical and technical safety considerations for creating movement
			<ul style="list-style-type: none"> improvisation as a process for extending understanding of the elements of movement (particularly the elements of space and time) and to expand movement vocabulary
			<ul style="list-style-type: none"> differences and similarities in technique among various dance styles
			<i>Presentation Applications: presentation skills and attitudes appropriate to the creation of dance in a variety of contexts</i>
			<ul style="list-style-type: none"> creation of movement sequences for a variety of purposes and using various methods, including: to emphasize a given element of movement, to examine and interpret feelings and emotions, to respond to or represent specific elements of music (e.g., rhythm, tempo, metre, dynamics, articulation, melodic line), to represent abstract ideas (e.g., metaphor, analogy), to represent visual stimuli, to transform one or more element of movement, to manipulate props or other stagecraft elements (e.g., costumes) and to represent specific dance genres or styles
			<ul style="list-style-type: none"> comparison of various methods and stimuli for dance creation (e.g., improvisation, transformation, metaphor, music)
			<ul style="list-style-type: none"> transitions between movements
			<ul style="list-style-type: none"> create dance that clearly represents a beginning, middle, and end

		<ul style="list-style-type: none"> skills and attitudes necessary to participate as a dance choreographer: ability to give direction (e.g., to dancers), self-motivation and self-direction, respect and consideration for others, taking appropriate risks, leadership of and commitment to the rehearsal process (learning, rehearsing, performance), ability to work effectively with other members of a performance ensemble (e.g., production crews, front of house)
<p><i>Dance Culture:</i> abilities to use appropriate dance terminology and understanding of the theory and contexts of dance choreography</p>		
		<ul style="list-style-type: none"> choreographic form and design, particularly narrative and pattern forms
		<ul style="list-style-type: none"> terminology used to describe movement and choreography (e.g., levels, metre, relationships, dimension, balance)
		<ul style="list-style-type: none"> ability to articulate their own choreography
		<ul style="list-style-type: none"> making records of their own choreography
		<ul style="list-style-type: none"> awareness of methods of dance notation and choreographic technologies (e.g. video, notation software applications)
		<ul style="list-style-type: none"> understanding of expressive elements of music (e.g., dynamics, tempo, melodic line, rhythm) that can guide dance creation
		<ul style="list-style-type: none"> introduction to significant choreographers and their works
		<ul style="list-style-type: none"> history and evolution of specific dance styles and genres, including social and cultural influences
<p>Performance</p>		
<p><i>Technique:</i> development of dance techniques as specific to performing various dance styles and genres</p>		
		<ul style="list-style-type: none"> refine technique specific to one or more dance styles
		<ul style="list-style-type: none"> differences and similarities in technique among styles
		<ul style="list-style-type: none"> improved control of the principles of movement (alignment, balance, strength, and flexibility)
		<ul style="list-style-type: none"> safety considerations in executing specific technical exercises and steps (e.g., turnout, grande plié, jumps)
		<ul style="list-style-type: none"> methods for safely stretching and strengthening different areas of the body as required by specific dance styles
		<ul style="list-style-type: none"> maintaining standing technique while moving through a combination
		<ul style="list-style-type: none"> kinesthetic memory of movement phrases and dance sequences
		<ul style="list-style-type: none"> aesthetic use of the elements of movement (particularly space and time)

			<ul style="list-style-type: none"> • movement dynamics within a movement combination
			<i>Performance Applications: performance skills and attitudes appropriate to a variety of dance performance contexts</i>
			<ul style="list-style-type: none"> • skills and attitudes necessary to participate as a dance performer: ability to receive direction, self-motivation and self-direction, respect and consideration for others, taking appropriate risks, commitment to the rehearsal process (learning, rehearsing, performance), introduction to mind management techniques (e.g., controlling nerves, positive self-talk) and introduction to arts administration and production tasks
			<ul style="list-style-type: none"> • rehearse dances with attention to the obvious and subtle details
			<ul style="list-style-type: none"> • performing in response to a variety of stimuli (e.g., music, guided imagery, improvisation, abstract ideas)
			<ul style="list-style-type: none"> • performing dance to represent specific emotional qualities
			<ul style="list-style-type: none"> • focus as a tool for enhancing performance
			<ul style="list-style-type: none"> • performing dance using stagecraft elements (e.g., costumes, lighting, props, music)
			<i>Dance Culture: abilities to use appropriate dance terminology and understanding of the theory and contexts of dance performance</i>
			<ul style="list-style-type: none"> • terminology used to describe dance performance (e.g., form, isolation, extension, pattern, solo)
			<ul style="list-style-type: none"> • interpretation of intent or meaning behind the choreographer's work
			<ul style="list-style-type: none"> • issues related to health and well-being for dance performers (e.g., body image, nutrition, stereotypes)
			<ul style="list-style-type: none"> • history and evolution of specific dance performance styles and genres, including social and cultural influences

			Fine Arts 10 (1996)
			DRAMA
			<i>Exploration and Imagination (Expression and Trust)</i>
			<i>It is expected that students will trust themselves and others in order to express and reflect on thoughts, feelings, and beliefs; to take risks within a dramatic context; and to express themselves through active engagement in drama.</i>
			<ul style="list-style-type: none"> demonstrate trust in self and others through class activities and individual and ensemble performances
			<ul style="list-style-type: none"> demonstrate the unique ability of drama to unify a diverse group
			<ul style="list-style-type: none"> use subtlety and nuance in expressive communication
			<ul style="list-style-type: none"> compare their own thoughts, feelings, and beliefs with those of others
			<i>Exploration and Imagination (Critical Analysis)</i>
			<i>It is expected that students will evaluate and analyse the contributions of self and others within the dramatic context.</i>
			<ul style="list-style-type: none"> defend choices made in problem solving
			<ul style="list-style-type: none"> make reasoned choices within the boundaries of the dramatic situation
			<ul style="list-style-type: none"> negotiate and compromise to solve group problems
			<ul style="list-style-type: none"> define and use criteria to assess and evaluate the work of self and
			<i>Drama Skills (Body and Voice)</i>
			<i>It is expected that students will use body and voice expressively in the discipline of drama.</i>
			<ul style="list-style-type: none"> make movement choices to create a specific effect
			<ul style="list-style-type: none"> choose appropriate physical and vocal expressions to enhance drama
			<ul style="list-style-type: none"> choose appropriate vocal techniques to communicate a particular meaning
			<ul style="list-style-type: none"> integrate emotional and sensory recall in the creation of drama
			<i>Drama Skills (Role)</i>
			<i>It is expected that students will maintain concentration and focus while in role and experience the duality of being both participant and observer within a dramatic context.</i>
			<ul style="list-style-type: none"> demonstrate an ability to internalize the experiences of another while maintaining their own identity
			<ul style="list-style-type: none"> concentrate on role while sustaining and developing situations
			<ul style="list-style-type: none"> apply vocal and physical techniques to create role and character
			<ul style="list-style-type: none"> consistently use precise language to reflect on experiences both in and out of role
			<i>Drama Skills (Drama as Metaphor)</i>

			<i>It is expected that students will develop the facility to move between the concrete and the abstract within a dramatic context.</i>
			<ul style="list-style-type: none"> • suspend disbelief to create drama
			<ul style="list-style-type: none"> • use objects as symbols of abstract concepts in a drama
			<ul style="list-style-type: none"> • select appropriate dramatic forms for representing particular ideas and experiences
			<ul style="list-style-type: none"> • use a dramatic work as a metaphor
Drama Skills (Elements and Structures)			
<i>It is expected that students will understand and apply the elements of drama and theatre.</i>			
			<ul style="list-style-type: none"> • use observation, focus, and listening skills to create and sustain intriguing characters with integrity
			<ul style="list-style-type: none"> • analyse the motivations, objectives, obstacles, and actions of a character
			<ul style="list-style-type: none"> • apply the principle of the three unities
			<ul style="list-style-type: none"> • demonstrate an appreciation for the necessity of structure in dramatic work
			<ul style="list-style-type: none"> • manipulate the story's structure to enhance the drama
			<ul style="list-style-type: none"> • demonstrate how a central image contributes to a unified work
			<ul style="list-style-type: none"> • organize and control drama and theatre elements to enhance the drama
Drama Skills (Technique)			
<i>It is expected that students will apply technical skills and knowledge to enhance dramatic communication.</i>			
			<ul style="list-style-type: none"> • apply stage vocabulary and theatrical conventions to dramatic forms
			<ul style="list-style-type: none"> • demonstrate ways in which context determines the choice of design elements
			<ul style="list-style-type: none"> • demonstrate a commitment to the team approach in rehearsal and performance
			<ul style="list-style-type: none"> • adapt works to a specific audience
			<ul style="list-style-type: none"> • select technical elements to create mood and atmosphere
			<ul style="list-style-type: none"> • represent concepts from original and scripted work through presentation
			<ul style="list-style-type: none"> • explain the unique responsibilities of the director
Context (Social and Cultural Context)			
<i>It is expected that students will experience, understand, and develop sensitivity to the diversity of cultures through drama. Students will also interpret how drama celebrates, comments on, and questions the values, issues, and events of societies past and present.</i>			
			<ul style="list-style-type: none"> • realize, in production, relevant issues of cross-cultural importance
			<ul style="list-style-type: none"> • compare the conventions of theatre and various media forms

			<ul style="list-style-type: none"> create drama that demonstrates a responsibility to the community
			<ul style="list-style-type: none"> use knowledge of diverse cultures and historical periods in developing work
			Context (Making Connections)
			<i>It is expected that students will acquire knowledge, skills, and attitudes through the study of drama that enhance their understanding of other art forms and contribute to their personal, educational, and career development.</i>
			<ul style="list-style-type: none"> articulate an aesthetic response based on their own criteria
			<ul style="list-style-type: none"> explain how other art forms are used to affect the dramatic moment
			<ul style="list-style-type: none"> select appropriate dramatic forms, skills, attitudes, and knowledge as a means of learning in other subjects
			<ul style="list-style-type: none"> consider various career paths that relate to their own dramatic work
			<ul style="list-style-type: none"> demonstrate a recognition that theatre and the arts can enhance all aspects of their lives

Grade 10 Supplement to the Drama 10 IRP

Term			Fine Arts 10 (1996)
			DRAMA
			Theatre Performance
1	2	3	<i>Technique: development of performance techniques as specific to acting, directing, and script development</i>
			<ul style="list-style-type: none"> application of creative process: identification of the steps of the creative process (exploration, selection, combination, refinement, and reflection), understanding the difference between process and product and applying reflection to current and next projects
			<ul style="list-style-type: none"> external characterization techniques, with an emphasis on: leads, mimic gestures, imitation of others' body movements, characterization from source(s), objectives and obstacles, and exploring subtext (e.g., through games)
			<ul style="list-style-type: none"> developing vocal technique, with an emphasis on: voice elements (e.g., diction, articulation, projection), vocal improvisation (e.g., creating an environmental soundscape using only voices), using voice to create mood and using voice to enhance drama/movement projects
			<ul style="list-style-type: none"> beginning blocking techniques (e.g., stillness, movement, choreography, fights, relationship with audience, exits, entrances)
			<ul style="list-style-type: none"> improvisation and scene work: development of concept and theme, development of character, development of idea and story, and development from process to product

		<ul style="list-style-type: none"> introduction to directing technique: seeing an activity through the eyes of a director (e.g., one member of a tableau steps out to check for the beginning, duration and end of freeze) and interpretation of another genre (e.g., poetry, photos, mixed media images)
		<ul style="list-style-type: none"> introduction to script development technique: development process (motivation, idea, revision, polish, present, reflect), methodologies for script development (e.g., improvisation, playbuilding, scene work, interpretation of another work) and adaptation of other media to drama (e.g., poetry, media images, short stories, photos, newspaper clippings, history)
<p>Performance Applications: <i>performance skills and attitudes appropriate to a variety of theatre performance contexts</i></p>		
		<ul style="list-style-type: none"> relationship among storytelling, story teller, and acting
		<ul style="list-style-type: none"> interpersonal skills among group members (e.g., communication skills, problem solving techniques)
		<ul style="list-style-type: none"> presentation skills (e.g., focus, energy, concentration, confidence); awareness of audience
		<ul style="list-style-type: none"> importance of the rehearsal process (e.g., time management, memorization, reflection)
		<ul style="list-style-type: none"> performance ensemble: responsibility to the group, commitment to the work and positive participation
		<ul style="list-style-type: none"> effects of production elements on performance (e.g., lighting—blackouts and fades as cues; sound—responding to musical cues or changes in volume; costume—effects on movement)
<p>Theory: <i>understanding of the theory and contexts of theatre performance</i></p>		
		<ul style="list-style-type: none"> awareness of how design elements (e.g., height, depth, weight, colour, texture) affect meaning of the performance
		<ul style="list-style-type: none"> awareness of a variety of dramatic forms in theatre performance (e.g., improvisation, mime, script work, story theatre)
		<ul style="list-style-type: none"> introduction to structural elements of theatre performance, including: motivational elements (e.g., want, objective, obstacle, resolution) and conceptual elements (e.g., symbols, metaphor, central image, style, theme, point of view, subtext)
		<ul style="list-style-type: none"> understanding of various processes for developing theatre works (e.g., scriptwriting, play-building, improvisation)
		<ul style="list-style-type: none"> introduction to forms (e.g., one-act play, musical theatre, street theatre) and styles (e.g., commedia dell'arte, Greek tragedy, farce, comedy of manners)
		<ul style="list-style-type: none"> introduction to stage terminology and theatre vocabulary
<p>Theatre Production</p>		

			<i>Technique: development of techniques as specific to theatre production (including both theatre management and technical theatre)</i>
Management Skills and Techniques			
<i>Production Management</i>			
			<ul style="list-style-type: none"> • setting a calendar (e.g., from concept of production, rehearsals, to presentation)
			<ul style="list-style-type: none"> • designing, producing, and distributing advertising materials (e.g., for a poster: research of relevant examples, design based on production concept, revise based on feedback, print/reproduce poster, distributed throughout school and/or community)
			<ul style="list-style-type: none"> • design and production of a simple programme—research of relevant examples, discussion of necessary components of a programme, selection of items for own programme; design, layout, and production
<i>Stage Manager</i>			
			<ul style="list-style-type: none"> • keeping a prompt book (e.g., showing development of a playbuilt piece or improvisational piece)
			<ul style="list-style-type: none"> • running a rehearsal (e.g., a final rehearsal checking the blocking and cues)
			<ul style="list-style-type: none"> • running cues
<i>House Manager</i>			
			<ul style="list-style-type: none"> • assisting with seating arrangement and ushers
			<ul style="list-style-type: none"> • distribution of programmes
			<ul style="list-style-type: none"> • responsibility for display board (e.g., photos, drawings, or collages of performing groups)
			<ul style="list-style-type: none"> • knowledge of safety requirements
<i>Technical Director</i>			
			<ul style="list-style-type: none"> • schedule of technical rehearsal
			<ul style="list-style-type: none"> • introduction to use of sets, sound, costumes, props, lighting
Technical Skills			
<i>Costumes</i>			
			<ul style="list-style-type: none"> • costuming to support characterization (e.g., why a costume might be important, value of respect for a costume, exploring options)
			<ul style="list-style-type: none"> • creation of a costume morgue (e.g., for a character of a modern play, using magazines for cut out pictures)
			<ul style="list-style-type: none"> • design (through drawing, pictures, or swatches) a costume for a character from a short scene
<i>Props</i>			

			<ul style="list-style-type: none"> • identify props needed for a short theatre work
			<ul style="list-style-type: none"> • construction of simple props
			<ul style="list-style-type: none"> • proper use and care of props
			<i>Sound</i>
			<ul style="list-style-type: none"> • how to use sound effects or music to support a theatre work
			<ul style="list-style-type: none"> • use and care of discs or tapes
			<ul style="list-style-type: none"> • use of, care of, and placement of sound equipment
			<ul style="list-style-type: none"> • creation of sound cue sheets and the usage of cue sheets
			<i>Lighting</i>
			<ul style="list-style-type: none"> • use and placement of lighting equipment
			<ul style="list-style-type: none"> • simple lighting of a theatre work
			<ul style="list-style-type: none"> • creation of a light cue sheet
			<ul style="list-style-type: none"> • using a light cue sheet
			<ul style="list-style-type: none"> • safety in the use of electricity
			<i>Set Design and Construction</i>
			<ul style="list-style-type: none"> • techniques for constructing simple set pieces
			<ul style="list-style-type: none"> • use of colour (e.g., to set mood, to identify character)
			<ul style="list-style-type: none"> • placement of furniture in relationship to the actors and the audience
			<ul style="list-style-type: none"> • difference between a simple set and a cluttered set
			<ul style="list-style-type: none"> • understanding of different stage configurations (e.g., alley, thrust, arena, in-the-round)
			<ul style="list-style-type: none"> • simple drawing of a set—both downward look and inward look
			<i>Performance Applications: skills and attitudes appropriate to production of theatre in a variety of contexts</i>
			<ul style="list-style-type: none"> • introduction to the concept of pre-production, production, and postproduction, and to commitment to a presentation (e.g., following an idea through to the final rehearsals and presentation of the project; reflection process)
			<ul style="list-style-type: none"> • interpersonal skills (e.g., leadership, teamwork, communication, responsibility, empathy, discussion, active listening)

			<ul style="list-style-type: none"> networking within the classroom and the school community (e.g., working with visual arts department, music department, technical education)
			<ul style="list-style-type: none"> procuring materials and equipment (e.g., booking, proper use of, and returning audio equipment; organizing and returning CDs; printing of a programme)
			<ul style="list-style-type: none"> awareness of audience perspective
			<ul style="list-style-type: none"> introduction to the development and use of simple organizational techniques (e.g., development and use of simple cue sheets)
			<ul style="list-style-type: none"> safe and appropriate use of materials and equipment
			<i>Theory: understanding of the theory and contexts of theatre production</i>
			<ul style="list-style-type: none"> introduction to stage terminology: stage directions (e.g., stage right, upstage, centre back), terminology related to the structural aspects of a theatre (e.g., proscenium arch, wings, apron, fly loft) and different types of stage usage (e.g., thrust, arena, alley, proscenium, in the round)
			<ul style="list-style-type: none"> roles and responsibilities of people in a theatre production; chain of command
			<ul style="list-style-type: none"> introduction to cultural and historical contexts of stagecraft, design, and theatre management

			Fine Arts 10 (1996)
			MUSIC
			Structure (Elements of Rhythm)
			<i>It is expected that students will create, listen to, and perform music, demonstrating understanding of expressive and physical properties of rhythm.</i>
			<ul style="list-style-type: none"> create, perform, and notate complex rhythms in a variety of metres
			<ul style="list-style-type: none"> analyse and use rhythms reflective of a variety of cultures and styles
			<ul style="list-style-type: none"> describe rhythmic patterns and metre using appropriate music terminology
			Structure (Elements of Melody)
			<i>It is expected that students will create, listen to, and perform music, demonstrating understanding of expressive and physical properties of melody</i>
			<ul style="list-style-type: none"> create and perform melodic patterns to enhance expressive phrasing
			<ul style="list-style-type: none"> apply an understanding of melodic patterns to facilitate sight-reading
			<ul style="list-style-type: none"> identify and represent melodies in various clefs and keys
			<ul style="list-style-type: none"> use appropriate music terminology to describe a range of melodic patterns
			Structure (Elements of Expression)
			<i>It is expected that students will create, listen to, and perform music, demonstrating understanding of expressive and physical properties of harmony, texture, dynamics, tempo, timbre, and articulation.</i>
			<ul style="list-style-type: none"> read and maintain a part accurately within complex textures and harmonies
			<ul style="list-style-type: none"> apply an increasing range of tempos, dynamics, articulation, and timbres in classroom repertoire
			<ul style="list-style-type: none"> analyse how the elements of expression are combined to achieve specific effects
			<ul style="list-style-type: none"> describe the elements of expression using appropriate music terminology
			<ul style="list-style-type: none"> describe the elements of expression in terms of the physical properties of sound
			Structure (Form and the Principles of Design)
			<i>It is expected that students will create, listen to, and perform music, demonstrating understanding of a variety of forms and the principles of design.</i>
			<ul style="list-style-type: none"> purposefully apply a variety of music forms and principles of design in composition
			<ul style="list-style-type: none"> represent music form in a variety of way
			<ul style="list-style-type: none"> use appropriate terminology to describe form and principles of design
			<ul style="list-style-type: none"> relate form and principles of design in music to those in other arts

			<ul style="list-style-type: none"> compare and contrast forms of music compositions from a variety of historical, cultural, and stylistic contexts
Thoughts, Images, and Feelings			
<i>It is expected that students will create, listen to, and perform music, demonstrating understanding and appreciation of the thoughts, images, and feelings it expresses.</i>			
			<ul style="list-style-type: none"> apply the elements of music to interpret and represent a broad range of thoughts, images, and feelings
			<ul style="list-style-type: none"> demonstrate a willingness to share personal insights arising from experiences with music
			<ul style="list-style-type: none"> analyse and communicate thoughts, images, and feelings about music that relate to social, historical, and political issues
			<ul style="list-style-type: none"> defend personal music choices, demonstrating awareness of the thoughts, images, and feelings the music expresses
			<ul style="list-style-type: none"> demonstrate respect for and understanding of the diversity of thoughts, images, and feelings evident in culturally, historically, and stylistically diverse music
Context (Self and Community)			
<i>It is expected that students will demonstrate an understanding of the various roles and responsibilities required to create, listen to, and perform music.</i>			
			<ul style="list-style-type: none"> use skills and attitudes appropriate to a range of music experiences in a variety of venues, as performer, participant, and audience, demonstrating: an awareness of the sense of community, audience and performer, etiquette, performance skills, respect for others' contributions
			<ul style="list-style-type: none"> demonstrate an ability to critique the work of self and others
			<ul style="list-style-type: none"> demonstrate an ability to contribute to the physical well being of self and others while experiencing music
			<ul style="list-style-type: none"> demonstrate in-depth knowledge of at least one music career
Context (Historical and Cultural)			
<i>It is expected that students will create, listen to, and perform music, demonstrating understanding of the historical and cultural contexts.</i>			
			<ul style="list-style-type: none"> compare and contrast music from a range of historical and cultural contexts, including their interrelationships
			<ul style="list-style-type: none"> compare and contrast music created for a variety of purposes (e.g., dance music, religious music, court music, love songs)
			<ul style="list-style-type: none"> analyse how thoughts, images, and feelings are expressed in music within a variety of historical, cultural, and stylistic contexts

Grade 10 Supplement to the Music 10 IRP

Term			Fine Arts 10 (1996)
			MUSIC
			Concert Choir
1	2	3	Technical Competence: <i>development of techniques as specific to individual voices</i>
			<ul style="list-style-type: none"> developing diction
			<ul style="list-style-type: none"> developing tone quality (e.g., developing personal style, stylizing repertoire)
			<ul style="list-style-type: none"> articulations, inflections, ornamentations (e.g., accents, staccato, legato, sostenuto, portamento)
			<ul style="list-style-type: none"> development of intonation (e.g., assisted by technology, directed by conductor)
			<ul style="list-style-type: none"> development of breath control (e.g., breathing strategies, sustaining notes for a longer time period)
			<ul style="list-style-type: none"> development of range to two octaves (e.g., through sequential exercises)
			<ul style="list-style-type: none"> blend and balance (e.g., both large and small ensemble experiences—listening skills)
			Performance Applications: <i>performance skills and attitudes appropriate to a variety of concert choir performance contexts</i>
			<ul style="list-style-type: none"> awareness of the role of the individual voice within the ensemble (e.g., listening to determine blend with other voices)
			<ul style="list-style-type: none"> vocal techniques appropriate to the repertoire
			<ul style="list-style-type: none"> developing individual vocal style appropriate to the repertoire
			<ul style="list-style-type: none"> appropriate etiquette for various venues and performance contexts
			<ul style="list-style-type: none"> a cappella and accompanied performances for both individual and large ensemble
			<ul style="list-style-type: none"> techniques for memorization (e.g., consider the form, rhyme scheme of the verses, story and meaning of the words, similarities to other known songs)
			<ul style="list-style-type: none"> following and responding to the conductor
			<ul style="list-style-type: none"> awareness of vocal health issues
			Music Literacy: <i>abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of concert choir music styles</i>
			<ul style="list-style-type: none"> music theory (e.g., basic concepts found in intervals, chords, melodic lines, dynamics, articulations, timbres)
			<ul style="list-style-type: none"> development of ear training

			<ul style="list-style-type: none"> development of sight singing strategies specific to concert choir
			<ul style="list-style-type: none"> singing one part in a two, three, or four part harmony
			<ul style="list-style-type: none"> familiarity with a variety of concert choir repertoire
			<ul style="list-style-type: none"> familiarity with examples of music from the major periods of music history and concert choir styles (e.g., pop, gospel, concert songs)
			<ul style="list-style-type: none"> extensive study of a selected period or style as represented in performance repertoire (e.g., Classical period, gospel)
			Vocal Jazz
			Technical Competence: <i>development of techniques as specific to individual voices</i>
			<ul style="list-style-type: none"> jazz singing stylization of words in a legato phrase format
			<ul style="list-style-type: none"> proper shaping of vowels
			<ul style="list-style-type: none"> development of breath control (e.g., breathing strategies, sustaining notes for a longer time period)
			<ul style="list-style-type: none"> development of range to two octaves
			<ul style="list-style-type: none"> blend and balance (e.g., both large and small ensemble experiences—listening skills)
			<ul style="list-style-type: none"> development of intonation (e.g., assisted by technology, directed by conductor)
			<ul style="list-style-type: none"> jazz articulations (e.g., tenuto, staccato, marcato, fall-offs, plop, doit, flip, ghost, shake)
			<ul style="list-style-type: none"> ability to scat sing at a basic level for a 12-bar blues
			Performance Applications: <i>performance skills and attitudes appropriate to a variety of vocal jazz performance contexts</i>
			<ul style="list-style-type: none"> awareness of the role of the individual voice within the ensemble (e.g., listening to determine blend with other voices)
			<ul style="list-style-type: none"> development of own personal vocal style
			<ul style="list-style-type: none"> appropriate performance etiquette for a variety of performance contexts
			<ul style="list-style-type: none"> techniques for memorization (e.g., consider the form, rhyme scheme of the verses, story and meaning of the words, similarities to other known songs)
			<ul style="list-style-type: none"> performing with the rhythm section
			<ul style="list-style-type: none"> responding to various directions while performing

			<ul style="list-style-type: none"> • microphone techniques and basic movements (choreography) to enhance performance
			<ul style="list-style-type: none"> • responding in an appropriate manner to the reactions of the audience
			<ul style="list-style-type: none"> • awareness of vocal health issues
			Music Literacy: <i>abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of vocal jazz music styles</i>
			<ul style="list-style-type: none"> • music theory (e.g., scat singing riffs, intervals, jazz harmonies, jazz chords, melodies)
			<ul style="list-style-type: none"> • development of ear training
			<ul style="list-style-type: none"> • development of sight singing strategies specific to vocal jazz
			<ul style="list-style-type: none"> • singing age-appropriate vocal jazz repertoire in two or three part arrangements (e.g., swing, blues, ballad, Latin)
			<ul style="list-style-type: none"> • familiarity with a variety of jazz singers and styles from 1900 to the present (e.g., Bessie Smith, Louis Armstrong, Diana Krall; ragtime, blues, swing)
			Concert Band
			Technical Competence: <i>development of techniques as specific to individual concert band instruments</i>
			Winds
			<ul style="list-style-type: none"> • basic fingerings/slide positions for at least two octaves
			<ul style="list-style-type: none"> • developing intonation related to playing in different registers of the instrument
			<ul style="list-style-type: none"> • basic articulations (e.g., tenuto, staccato, heavy and light accents)
			<ul style="list-style-type: none"> • embouchure and breath control
			<ul style="list-style-type: none"> • introduction to the use of mutes (as applicable)
			<ul style="list-style-type: none"> • developing a satisfactory tone quality
			Percussion
			<ul style="list-style-type: none"> • matched grip stick techniques, tympani mallets, and basic bell techniques
			<ul style="list-style-type: none"> • special snare drum techniques (e.g., flams, single stroke and multiple stroke rolls, perediddles)
			<ul style="list-style-type: none"> • tuning drums and setting tympani pedals
			<ul style="list-style-type: none"> • developing tone quality and intonation
			Keyboard (acoustic or electric)
			<ul style="list-style-type: none"> • manipulation of different patch settings appropriate to the electronic keyboard in use

			<ul style="list-style-type: none"> perform all major scales and minor scales, major and minor chords, and accompanying arpeggios
			<ul style="list-style-type: none"> balance (e.g., solo vs. accompaniment)
			Bass (string or electric)
			<ul style="list-style-type: none"> techniques such as pizzicato, bowing, picking (electric)
			<ul style="list-style-type: none"> manipulation of amplifier settings to create certain effects
			<ul style="list-style-type: none"> dampening strings, tuning, adjusting tuning pegs
			<ul style="list-style-type: none"> balance with rest of bass section
			<i>Performance Applications: performance skills and attitudes appropriate to a variety of concert band performance contexts</i>
			<ul style="list-style-type: none"> awareness of the role of the individual instrument within the ensemble (e.g. listening to determine blend with other instruments)
			<ul style="list-style-type: none"> appropriate personal and group concert expectations and etiquette, including dress, posture, and respect for others
			<ul style="list-style-type: none"> following and responding to the conductor
			<ul style="list-style-type: none"> understanding the importance of appropriate playing posture
			<ul style="list-style-type: none"> awareness of the role of the individual instrument within the ensemble
			<ul style="list-style-type: none"> appropriate maintenance and care of instrument
			<i>Music Literacy: abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of concert band music styles</i>
			<ul style="list-style-type: none"> music theory (e.g., write all major scales and major/minor intervals to one octave; basic terminology represented in concert band repertoire, particularly that related to tempo and dynamics)
			<ul style="list-style-type: none"> development of ear training
			<ul style="list-style-type: none"> development of sight reading strategies
			<ul style="list-style-type: none"> overview of concert band repertoire from a range of periods and styles
			<ul style="list-style-type: none"> extensive study of a particular period or style as represented in performance repertoire (e.g., Baroque period, military marches)
			Jazz Band
			<i>Technical Competence: development of techniques as specific to individual jazz band instruments</i>
			Winds
			<ul style="list-style-type: none"> fingerings/slide positions for at least two octaves

			<ul style="list-style-type: none"> • basic jazz articulations (e.g., syncopation)
			<ul style="list-style-type: none"> • correct embouchure technique
			<ul style="list-style-type: none"> • developing intonation related to playing in different registers of the instrument
			<ul style="list-style-type: none"> • embouchure and breath control issues for the instrument
			<ul style="list-style-type: none"> • developing a satisfactory tone quality
			<ul style="list-style-type: none"> • use of basic mutes for brass players (e.g., cup mute, straight mute, harmony mute)
			<ul style="list-style-type: none"> • improvisation over 12-bar blues and basic chord changes
			Percussion
			<ul style="list-style-type: none"> • matched grip hand technique for sticks, mallets, and brushes.
			<ul style="list-style-type: none"> • basic snare drum techniques (e.g., rolls, flams, rim shots)
			<ul style="list-style-type: none"> • appropriate drum fills for various styles of repertoire
			Keyboard
			<ul style="list-style-type: none"> • proper fingering for scale passages
			<ul style="list-style-type: none"> • use of 3-7 left hand chord voicings
			<ul style="list-style-type: none"> • expanded comping techniques to enhance those found written in jazz band charts
			<ul style="list-style-type: none"> • 12 bar blues improvisation, blues scales, major/minor scales, dorian/mixolydian modes
			Guitar
			<ul style="list-style-type: none"> • use of the pick when strumming
			<ul style="list-style-type: none"> • knowledge of amplifiers and tone setting on the guitar to create the correct jazz sound
			<ul style="list-style-type: none"> • tuning technique
			<ul style="list-style-type: none"> • 12 bar blues improvisation, blues scales, major/minor scales, pentatonic scales, dorian/mixolydian modes
			<ul style="list-style-type: none"> • basic chords in several positions (e.g., open, barre, intro jazz chords)
			Bass
			<ul style="list-style-type: none"> • picking techniques using one or two fingers or using a pick
			<ul style="list-style-type: none"> • basic bowing and plucking techniques for the standup bass

		<ul style="list-style-type: none"> 12-bar blues improvisation, major/minor scales, pentatonic scales, walking bass lines, mixolydian/dorian modes
		<ul style="list-style-type: none"> knowledge of bass amps and tone setting on the electric bass to create the correct jazz sound
		<ul style="list-style-type: none"> electric pickups for stand-up bass
<p>Performance Applications: <i>performance skills and attitudes appropriate to a variety of jazz band performance contexts</i></p>		
		<ul style="list-style-type: none"> awareness of the role of the individual instrument within the ensemble (e.g., listening to determine blend with other instruments)
		<ul style="list-style-type: none"> responding to directions from the band leader
		<ul style="list-style-type: none"> basic stage presence and etiquette
		<ul style="list-style-type: none"> understanding the importance of appropriate playing posture
		<ul style="list-style-type: none"> simple movements to support performance (choreography)
		<ul style="list-style-type: none"> maintenance of instruments
		<ul style="list-style-type: none"> strategies for performing with or without amplification
		<ul style="list-style-type: none"> responding in an appropriate manner to the reactions of the audience
<p>Music Literacy: <i>abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of jazz band music styles</i></p>		
		<ul style="list-style-type: none"> music theory (e.g., basic notation and terminology as represented in performance repertoire; write all major, blues, pentatonic scales, an dorian and mixolydian modes as well as major/minor intervals to one octave)
		<ul style="list-style-type: none"> development of ear training
		<ul style="list-style-type: none"> development of sight reading strategies specific to jazz repertoire
		<ul style="list-style-type: none"> overview of early jazz history, including exemplary performers on all the instruments represented in the jazz band
		<ul style="list-style-type: none"> a variety of beginner to intermediate level jazz band repertoire (e.g., swing, blues, rock) featuring written solos and suggested improvisation solos
		<ul style="list-style-type: none"> extensive study of a particular jazz style as represented in performance repertoire (e.g., big band, Latin)
<p>Orchestral Strings</p>		
<p>Technical Competence: <i>development of techniques as specific to individual orchestral string instruments</i></p>		
		<ul style="list-style-type: none"> developing intonation

			<ul style="list-style-type: none"> • left hand techniques (e.g., first through third position, double stopping, chording)
			<ul style="list-style-type: none"> • basic articulations (e.g., staccato, attack, accent, release, tenuto)
			<ul style="list-style-type: none"> • bowing techniques (e.g., pizzicato, rhythmic slurring and detaché combinations, con sordino, senza sordino)
			<ul style="list-style-type: none"> • developing a satisfactory tone quality
			<ul style="list-style-type: none"> • play all major and minor scales in two octaves
			Performance Applications: <i>performance skills and attitudes appropriate to a variety of orchestral strings performance contexts</i>
			<ul style="list-style-type: none"> • awareness of the role of the individual instrument within the ensemble (e.g., listening to determine blend with other instruments)
			<ul style="list-style-type: none"> • performance etiquette appropriate to the performance context (e.g., dress, respect for others, commitment)
			<ul style="list-style-type: none"> • understanding of importance of appropriate playing posture
			<ul style="list-style-type: none"> • appropriate instrument maintenance including changing strings, adjusting bridge, adjusting tuning pegs
			<ul style="list-style-type: none"> • responding to both visual and verbal cues of the conductor
			Music Literacy: <i>abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of orchestral string music styles</i>
			<ul style="list-style-type: none"> • music theory (e.g., ability to write all major scales and major/minor intervals to one octave; knowledge of basic music terminology represented in the repertoire, particularly that related to tempo and dynamics)
			<ul style="list-style-type: none"> • development of ear training
			<ul style="list-style-type: none"> • development of sight reading strategies specific to orchestral strings
			<ul style="list-style-type: none"> • overview of orchestral string repertoire from a range of periods and styles
			<ul style="list-style-type: none"> • extensive study of a particular period or style as represented in performance repertoire (e.g., Classical period, chamber music)
			Guitar
			Technical Competence: <i>development of techniques as specific to guitar</i>
			<ul style="list-style-type: none"> • major scales in F, C, G, D, A, and E using the open position only
			<ul style="list-style-type: none"> • major and minor (harmonic melodic) scales with root on E string in one position up and down the neck (no open strings)
			<ul style="list-style-type: none"> • major and minor pentatonic scales up and down in all 12 keys in one position

		<ul style="list-style-type: none"> • harmonic progression of the 12 bar blues in keys of E, A, and G using I, IV, and V chords only
		<ul style="list-style-type: none"> • developing picking and strumming technique
		<ul style="list-style-type: none"> • acoustic guitar technique
		<ul style="list-style-type: none"> • basic electric guitar technique
		<ul style="list-style-type: none"> • basic contrapuntal classical techniques in first position
		<ul style="list-style-type: none"> • single note picking techniques (e.g., rest stroke/free stroke)
		<ul style="list-style-type: none"> • developing intonation
<p><i>Performance Applications: performance skills and attitudes appropriate to a variety of guitar performance contexts</i></p>		
		<ul style="list-style-type: none"> • keeping time within an ensemble
		<ul style="list-style-type: none"> • listening skills
		<ul style="list-style-type: none"> • understanding of importance of appropriate playing posture
		<ul style="list-style-type: none"> • solo and ensemble performance
		<ul style="list-style-type: none"> • knowledge of equipment needed to perform with an electric guitar (e.g., different types of guitars, patch chords, amps)
		<ul style="list-style-type: none"> • performance etiquette appropriate to the performance context (e.g., dress, respect for others, commitment)
		<ul style="list-style-type: none"> • responding to direction
		<ul style="list-style-type: none"> • awareness of the role of the individual instrument within the ensemble (e.g., listening to determine blend with other instruments)
<p><i>Music Literacy: abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of solo and ensemble guitar music styles</i></p>		
		<ul style="list-style-type: none"> • music theory (e.g., notation and terminology used in the performance repertoire; note reading to the fifth fret of the fretboard; ability to write all major, pentatonic, and blues scales as well as major/minor intervals to one octave)
		<ul style="list-style-type: none"> • development of ear training
		<ul style="list-style-type: none"> • development of sight reading strategies specific to guitar
		<ul style="list-style-type: none"> • fret board harmony (e.g., I, IV, V7)
		<ul style="list-style-type: none"> • overview of guitar repertoire from a range of periods and styles (e.g., rock, blues, Classical), including solo repertoire

Term			Fine Arts 10 (1996)
1	2	3	VISUAL ARTS
			<i>Image-Development and Design Strategies</i>
			<i>(Perceiving/Responding)</i>
			<i>It is expected that students will use their senses to perceive the world and respond to images with an awareness of the sources, techniques, and strategies of image development and design</i>
			<ul style="list-style-type: none"> identify, compare, and contrast images of a given subject as used in others' work
			<ul style="list-style-type: none"> identify a variety of imagery sources and analyse and evaluate image-development strategies used by self, peers, and others
			<ul style="list-style-type: none"> analyse the relationship between the form and function of particular 2-D and 3-D images
			<ul style="list-style-type: none"> evaluate the effectiveness of the use of particular forms for a particular function
			<ul style="list-style-type: none"> demonstrate respect for ethical and legal considerations associated with reproduction as an image-development strategy
			<i>(Creating/Communicating)</i>
			<i>It is expected that students will create 2-D and 3-D images that demonstrate an understanding of a wide variety of sources, techniques, and strategies of image development and design</i>
			<ul style="list-style-type: none"> develop and make images: using a combination of image-development techniques and strategies, demonstrating an understanding of a variety of styles, (or a series of images) demonstrating a growth in understanding of a subject or theme, for specific purposes and that deliberately engage varied combinations of the senses at once
			<ul style="list-style-type: none"> draft, refine, and apply ideas relating to fields other than visual arts, using various image-development strategies and sources
			Context
			<i>(Perceiving/Responding)</i>
			<i>It is expected that students will use their senses to perceive the world and respond to images and the ways in which they reflect the personal, social, cultural, and historical contexts in which the images were created.</i>
			<ul style="list-style-type: none"> demonstrate an awareness of the skills, training, and education, needed to pursue a variety of art, and careers
			<ul style="list-style-type: none"> demonstrate an understanding of the societal roles of contemporary, and artists and visual art forms
			<ul style="list-style-type: none"> analyse the roles of various artists and the visual arts in reflecting, sustaining, and challenging beliefs, and traditions in society

			<ul style="list-style-type: none"> explain how the interaction of art and artists from different contexts can affect their style, purpose, and meaning
			<ul style="list-style-type: none"> demonstrate an awareness of characteristic similarities and differences among images from a variety of world cultures
			<ul style="list-style-type: none"> demonstrate an awareness of the values and meanings attached to collections, shows, and displays
			<ul style="list-style-type: none"> analyse selected works and defend preferences, recognizing the bias of their personal context
			Creating/Communicating
			<i>It is expected that students will create personally meaningful 2-D and 3-D images, communicating an understanding and appreciation of a number of personal, social, cultural, and historical contexts.</i>
			<ul style="list-style-type: none"> create images: that support or challenge personal and societal beliefs, values, traditions, or practices, that synthesize the characteristics of other artists, movements, and periods through experimentation with a variety of styles, based on an understanding of historical and contemporary images and issues, and that reflect an understanding of responsibility to the context of a specific audience
			<ul style="list-style-type: none"> develop and arrange a display or portfolio of work, taking into consideration the nature of the artwork, venue, and audience
			Visual Elements and Principals of Art and Design
			(Perceiving/Responding)
			<i>It is expected that students will use their senses to perceive the world and respond to images, demonstrating an understanding of the visual elements and principles of art and design. The visual elements are: line, colour, form, space, shape, texture, value, and tone .The principles include: pattern/repetition/rhythm, balance, contrast, emphasis, movement, and unity/harmony.</i>
			<ul style="list-style-type: none"> use the vocabulary of the visual elements and principles of art and design in discussion and art criticism
			<ul style="list-style-type: none"> evaluate the use of the visual elements and the principles of art and design in their own images and in the images of others
			<ul style="list-style-type: none"> analyse how individual visual elements, the principles of art and design, and their physical qualities are used to create meaning and effect in images
			<ul style="list-style-type: none"> describe the influence that particular relationships of elements and principles of design have on personal preference
			<ul style="list-style-type: none"> compare the expressive and physical qualities of a selected element as employed: in a variety of materials, with a variety of technologies and through a variety of processes

		<ul style="list-style-type: none"> recognize that there are different associations of particular elements and principles of art and design in different cultures
(Creating/Communicating)		
<p><i>It is expected that students will create personally meaningful 2-D and 3-D images, demonstrating an understanding of the visual elements and principles of art and design, and use that understanding as a means of communication. The visual elements are: line, colour, form, space, shape, texture, value, and tone. The principles include: pattern/repetition/rhythm, balance, contrast, emphasis, movement, and unity/harmony.</i></p>		
		<ul style="list-style-type: none"> demonstrate a range of possibilities in utilizing the visual elements and principles of art and design
		<ul style="list-style-type: none"> create a 3-D image from a 2-D image
		<ul style="list-style-type: none"> demonstrate an awareness of the qualities of particular elements and principles of art and design
		<ul style="list-style-type: none"> create images that alter the meaning or impact of other images through manipulation of the visual elements and principles of art and design
		<ul style="list-style-type: none"> use a combination of elements and principles to create a particular mood in personally meaningful images
Material, Technologies, and Processes		
(Perceiving and responding)		
<p><i>It is expected that students will use their senses to perceive the world and respond to images in a variety of media with an understanding of how the materials and processes used contribute to the effect of the image. The processes are: ceramics, drawing and painting, graphics, sculpture, and textiles</i></p>		
		<ul style="list-style-type: none"> apply vocabulary for materials, processes, and technologies used in 2-D and 3-D image development
		<ul style="list-style-type: none"> critique their own work and that of others with respect to how the properties and uses of materials, technologies, and processes contribute to conveying meaning and achieving purpose
		<ul style="list-style-type: none"> describe the evolution of an artistic material, technology, or process
		<ul style="list-style-type: none"> identify tools and equipment used to create images
		<ul style="list-style-type: none"> assess the safety, environmental, and legal considerations related to particular materials, technologies, and processes
(Creating/Communicating)		
<p><i>It is expected that students will create 2-D and 3-D images, demonstrating an understanding of a variety of media, materials, and processes, and use that understanding to communicate effectively.</i></p>		
		<ul style="list-style-type: none"> use a variety of materials, technologies, and processes, alone and in combination, to make personally meaningful images
		<ul style="list-style-type: none"> select materials, technologies, and processes appropriate for a planned work or series of works

			<ul style="list-style-type: none"> use, care for, and maintain materials, technologies, and work space in a safe and environmentally sensitive fashion
			<ul style="list-style-type: none"> invent, construct, and use a tool for a visual arts application
			<ul style="list-style-type: none"> demonstrate a willingness to try unfamiliar materials and processes and adapt familiar materials for unfamiliar uses

Grade 10 Supplement to the Visual Art 10 IRP

Term			Fine Arts 10 (1996)
1	2	3	VISUAL ARTS
			<i>Ceramics and Sculpture</i>
			<i>Technical Competence: development of techniques as specific to ceramics and sculpture</i>
			<ul style="list-style-type: none"> intermediate skill building and knowledge of materials for ceramics and sculpture: ceramics materials (e.g., clay bodies, glazes, stains), sculpture materials (e.g., wire, wood, found materials, papier maché), and single medium, mixed media
			<ul style="list-style-type: none"> developing knowledge and use of tools and equipment for ceramics and sculpture: tools and equipment for manipulating materials (e.g., moulds, forms, electric drill, chisels), tools and equipment for surface treatment and decoration (e.g., brushes, stamps, sponges, glue gun, knives, modeling tools), and tools and equipment used in ceramic and sculpture processes (e.g., kiln, blender, handsaw, hammer)
			<ul style="list-style-type: none"> developing knowledge and use of processes and techniques for ceramics and sculpture: additive processes (e.g., hand building, assemblage, stitching), subtractive processes (e.g., carving, sanding, cutting), modelling processes (e.g., hand modelling, casting, throwing), surface treatment processes (e.g., polishing, glazing, staining, painting), and decorative processes (e.g., embossing, engraving, fretwork, embroidery)
			<ul style="list-style-type: none"> developing knowledge of image development and design strategies by applying assigned strategies to personal artworks
			<ul style="list-style-type: none"> developing knowledge and use of visual elements and principles of art and design as they apply to ceramics and sculpture
			<i>Presentation Applications: skills and attitudes appropriate to a variety of ceramics and sculpture presentation contexts</i>
			<ul style="list-style-type: none"> considerations for venue, audience, and purpose unique to ceramics and sculpture
			<ul style="list-style-type: none"> documentation of development process (e.g., portfolio of process drawings to accompany a finished work, using sketchbook to plan design process)
			<ul style="list-style-type: none"> analysis of ceramics and sculpture artworks from a variety of contexts and artists
			<ul style="list-style-type: none"> exhibition considerations (e.g., plinths, cabinets, installation, relief vs. 3-D, groupings, artist statements)

			Visual Culture: <i>appropriate visual arts terminology, and understanding of the contexts of ceramics and sculpture</i>
			<ul style="list-style-type: none"> developing knowledge of artists, artworks, and movements in ceramics and sculpture across a variety of contexts
			<ul style="list-style-type: none"> vocabulary related to ceramics and sculpture
			<ul style="list-style-type: none"> awareness of the career pathways in which ceramics and sculpture skills are utilized, and ways to develop those skills
Drawing and Painting			
Technical Competence: <i>development of techniques as specific to drawing and painting</i>			
			<ul style="list-style-type: none"> intermediate skill building and knowledge of materials for drawing and painting: mark-making materials for drawing (e.g., charcoal, conté, graphite), mark-making materials for painting (e.g., watercolour, acrylic, ink), surfaces (e.g., cardboard, wood, found objects), and single medium, mixed media
			<ul style="list-style-type: none"> developing knowledge and use of tools and equipment for drawing and painting: mark-making tools (e.g., brushes, pens, stylus), manipulating tools (e.g., erasers, stumps, sponges, palette knives), and surfaces and supports (e.g., palettes, easels, boards)
			<ul style="list-style-type: none"> developing knowledge and use of processes and techniques for drawing and painting: drawing techniques (e.g., gesture, blind contour, continuous line), painting techniques (e.g., wash, wet on dry, wet on wet), additive and subtractive processes (e.g., scraffito, erasing, glazing), mixed media processes (e.g., layering, collage), technical skills related to particular art movements and styles (e.g., pointillism, impressionism)
			<ul style="list-style-type: none"> demonstrating the use of a selection of techniques for a given painting medium
			<ul style="list-style-type: none"> choosing an appropriate medium for an image from a limited selection of mediums
			<ul style="list-style-type: none"> developing knowledge of image development and design strategies by applying assigned strategies to image making projects
			<ul style="list-style-type: none"> developing knowledge and use of visual elements and principles of art and design as they apply to drawing and painting (e.g., understand and work with assigned specific colour palettes: analogous, split complementary, triad)
Presentation Applications: <i>skills and attitudes appropriate to a variety of drawing and painting presentation contexts</i>			
			<ul style="list-style-type: none"> considerations for venue, audience, and purpose unique to drawing and painting (e.g., subjects appropriate to particular contexts)
			<ul style="list-style-type: none"> skilled use of matting and mounting
			<ul style="list-style-type: none"> analysis of drawing and painting artworks from a variety of contexts and artists

			<ul style="list-style-type: none"> • presentation options (e.g., portfolio, exhibition, book)
			<ul style="list-style-type: none"> • exhibition considerations (e.g., selecting arranging, hanging)
			Visual Culture: <i>appropriate visual arts terminology, and understanding of the contexts of drawing and painting</i>
			<ul style="list-style-type: none"> • developing knowledge of artists, artworks, and movements in drawing and painting across a variety of contexts
			<ul style="list-style-type: none"> • vocabulary related to drawing and painting
			<ul style="list-style-type: none"> • awareness of the career pathways in which drawing and painting skills are utilized, and ways to develop those skills
			Media Arts
			Technical Competence: <i>development of techniques as specific to media arts</i>
			<ul style="list-style-type: none"> • introductory knowledge and use of materials for media arts: graphic design materials (e.g., markers, paper, ink), image and sound recording materials (e.g., film, tape, disc), and printmaking materials (e.g., developing chemicals, ink cartridges)
			<ul style="list-style-type: none"> • introductory knowledge and use of tools and equipment for media arts: computer hardware (e.g., scanners, drives, printers, USB, firewire), cameras (e.g., film, digital, video), image manipulation (e.g., mixers, analogue editing, digital video editing, image manipulation software), and peripheral hardware (e.g., cables, microphones, power sources, lights)
			<ul style="list-style-type: none"> • introductory knowledge and use of processes and techniques for media arts: planning (e.g., storyboards, proposals, drafts), refining (e.g., layout, digital manipulation, in process critique), production (e.g., shooting, character creation, set-up), and publishing (e.g., printing, output to tape, DVD, web)
			<ul style="list-style-type: none"> • developing knowledge of image development and design strategies as they apply to media arts
			<ul style="list-style-type: none"> • developing knowledge and use of visual elements and principles of art and design as they apply to media arts
			Presentation Applications: <i>skills and attitudes appropriate to a variety of media arts presentation contexts</i>
			<ul style="list-style-type: none"> • considerations for venue, audience, and purpose unique to media arts (e.g., advertising, mass communication, public screening requirements, editions)
			<ul style="list-style-type: none"> • legal and ethical considerations relevant to media arts (e.g., appropriation of imagery, music recording rights, privacy)
			<ul style="list-style-type: none"> • electronic publishing (e.g., photo printing, web publishing, print to tape, DVD)
			<ul style="list-style-type: none"> • analysis of media presentations from a variety of contexts and artists

			<ul style="list-style-type: none"> • artist's statements, client proposals
			<p><i>Visual Culture:</i> <i>appropriate visual arts terminology, and understanding of the contexts of media arts</i></p>
			<ul style="list-style-type: none"> • developing of artists, artworks, and genres in media arts across a variety of contexts
			<ul style="list-style-type: none"> • vocabulary related to media arts
			<ul style="list-style-type: none"> • understand the purposes and applications of media artworks (e.g., persuasive, expository, promotion, public viewing)
			<ul style="list-style-type: none"> • awareness of the career pathways in which media art skills are utilized, and ways to develop those skills

Term			Applications of Mathematics 10 (2006)
1	2	3	Number
			It is expected that students will:
			<ul style="list-style-type: none"> perform arithmetic operations on irrational numbers, using appropriate decimal approximations
			<ul style="list-style-type: none"> create and modify tables or spreadsheets from both recursive and non-recursive situations
			<ul style="list-style-type: none"> use and modify a spreadsheet template to model recursive situations
			<ul style="list-style-type: none"> solve problems involving combinations of tables, using: addition or subtraction of two tables, multiplication of a table by a real number and spreadsheet functions and templates
			Patterns and Relations
			<i>(Relations and Functions)</i>
			<ul style="list-style-type: none"> plot linear data, using appropriate scales
			<ul style="list-style-type: none"> represent linear data using linear function models, including: ordered pairs, word descriptions, graphs, equations and table of values
			<ul style="list-style-type: none"> use function notation to evaluate and represent linear functions
			<ul style="list-style-type: none"> determine the following characteristics of the graph of a linear function, given its equation or graph: x- and y-intercepts, slope, domain and range
			<ul style="list-style-type: none"> construct the graph of a linear function given its equation in slope-intercept form ($y = mx + b$), manually and using a graphing calculator
			<ul style="list-style-type: none"> solve problems involving partial variation and arithmetic sequences as applications of linear functions
			Shape and Space
			<i>(Measurement)</i>
			<ul style="list-style-type: none"> solve problems involving two right triangles using trigonometry and Pythagorean Theorem
			<ul style="list-style-type: none"> extend the concepts of sines and cosine for angles through to 180 degrees
			<ul style="list-style-type: none"> find lengths, areas, volumes, and mass using measurement strategies; appropriate units of measure (SI and Imperial systems), and appropriate instruments, including: tape measure, metre/yard stick, ruler, trundle wheel, bathroom scale, decigram scale, Vernier calipers and micrometer
			<ul style="list-style-type: none"> calculate the volume and surface areas of a sphere, using formulas that are provided
			<ul style="list-style-type: none"> determine the relationships among linear scale factors, areas, the surface areas, and the volumes of similar figures and objects

			<ul style="list-style-type: none"> • solve problems involving length, area, volume, time, mass and rates derived from these
			<ul style="list-style-type: none"> • interpret drawing, and use the information to solve problems
			<i>(3-D Objects and 2-D Shapes)</i>
			<ul style="list-style-type: none"> • solve problems involving distances between points in the coordinate plane
			<ul style="list-style-type: none"> • solve problems involving midpoints of line segments
			<ul style="list-style-type: none"> • solve problems involving rise, run, and slope of line segments
			<ul style="list-style-type: none"> • determine the equation of a line, given information that uniquely determines the line
			<i>Statistics and Probability</i>
			<i>(Data Analysis)</i>
			<ul style="list-style-type: none"> • determine the equation of a line of best fit, using; estimate of slope and one point, and least squares method with technology
			<ul style="list-style-type: none"> • use a calculator to determine the correlation coefficient (r) of a data set
			<ul style="list-style-type: none"> • interpret the correlation coefficient (r) and its limitations for varying problem situations, using relevant scatter plots
			<ul style="list-style-type: none"> • apply line-filling and correlation techniques to analyse experimental results

Term			Essentials of Mathematics 10 (2006)
1	2	3	Number
			<i>(Spreadsheets)</i>
			<ul style="list-style-type: none"> • design and use a spreadsheet to make and justify decisions
			<ul style="list-style-type: none"> • create a spreadsheet using various formatting options
			<ul style="list-style-type: none"> • use a spreadsheet template to solve problems
			<ul style="list-style-type: none"> • create a spreadsheet using formulas and functions
			<ul style="list-style-type: none"> • use a spreadsheet to answer “what-if” questions
			<ul style="list-style-type: none"> • identify where spreadsheets could be effectively used
			<i>(Personal Banking)</i>
			<ul style="list-style-type: none"> • name and describe various types of commonly used consumer bank accounts including: value account, self-service accounts, full-service accounts, and savings accounts

			<ul style="list-style-type: none"> complete various banking forms, including: deposit slips, withdrawal slips, and cheques
			<ul style="list-style-type: none"> describe the use of a bank card for automated teller machines (ATMs) and debit payments
			<ul style="list-style-type: none"> identify different types of bank service charges and their relative costs, including: monthly account fees, transaction charges, and interest charges
			<ul style="list-style-type: none"> reconcile statements, including chequebooks and electronic bank transactions with bank statements
			<i>(Wages, Salaries and Expenses)</i>
			<ul style="list-style-type: none"> calculate hours worked and gross pay
			<ul style="list-style-type: none"> calculate net income using deduction tables (focus on weekly) with different pay periods
			<ul style="list-style-type: none"> calculate changes in income
			<ul style="list-style-type: none"> develop a budget that matches predicted income
			<i>Patterns and Relations)</i>
			<i>(Rate, Ratio, and Proportion)</i>
			<ul style="list-style-type: none"> use the concept of unit rate to determine the best buy on a consumer item and justify the decision
			<ul style="list-style-type: none"> solve problems on the application of sales tax in Canada
			<ul style="list-style-type: none"> describe a variety of sales promotion techniques and their financial implications for the consumer
			<ul style="list-style-type: none"> solve rate, ratio, and proportion problems involving price, length, area volume, time, and mass
			<i>Shape and Space</i>
			<i>(Trigonometry)</i>
			<ul style="list-style-type: none"> apply ratio and proportion in similar triangles
			<ul style="list-style-type: none"> use the trigonometric ratios sine, cosine, and tangent in solving right triangles
			<i>(Geometry Project)</i>
			<ul style="list-style-type: none"> measure lengths in both SI and Imperial units
			<ul style="list-style-type: none"> estimate measurements of object in SI and Imperial systems, including: length, area, volume, and mass
			<ul style="list-style-type: none"> interpret drawings and use the information to solve problems
			<ul style="list-style-type: none"> draw top, front, and side views for both 3-D rod or block objects and their sketches
			<ul style="list-style-type: none"> sketch 3-D designs using isometric dot paper

			<ul style="list-style-type: none"> enlarge or reduce a dimensioned object according to a specified scale
			<ul style="list-style-type: none"> solve problems involving linear dimensions, area, and volume
			<ul style="list-style-type: none"> complete a project that includes a 2-D plan and a 3-D model of some physical structure
			<i>Statistics and Probability</i>
			<i>(Probability and Sampling)</i>
			<ul style="list-style-type: none"> read and interpret graphs
			<ul style="list-style-type: none"> use suitable graph types to display data (by hand or using technology), including: broken line graphs, bar graphs, histograms, and circle graphs
			<ul style="list-style-type: none"> determine and use measures of central tendency to support decisions, including: mean, median, and mode
			<ul style="list-style-type: none"> use sample data to make predictions and decisions
			<ul style="list-style-type: none"> critique ways in which statistical information and conclusions are presented by the media and other sources

To access Learning Outcomes for Principals of Mathematics 10 go to this website (ctrl + right click) <http://www.bced.gov.bc.ca/irp/prmath1012.pdf> under bookmark (left hand column) right click Prescribed Learning Outcomes, scroll down to Principals of Mathematics 10

Term			Principals of Mathematics 10 (2006)
1	2	3	(see above)

Term			Physical Education 10 (1995)
1	2	3	Active Living
			It is expected that students will:
			<ul style="list-style-type: none"> demonstrate a commitment to active as an important part of lifestyle
			<ul style="list-style-type: none"> demonstrate a willingness to participate in a wide range of activities from all movement categories
			<ul style="list-style-type: none"> plan, assess, and maintain personal fitness and activity programs, using the principles of training
			<ul style="list-style-type: none"> identify and describe factors that affect choices of physical activity for life
			<ul style="list-style-type: none"> analyse and explain the effects that nutrition, fitness, and physical activity have on body systems before, during, and after exercise
			<ul style="list-style-type: none"> plan and lead appropriate warm-up and cool-down activities
			<ul style="list-style-type: none"> design, analyse, and modify nutrition programs for self and others
			<ul style="list-style-type: none"> select appropriate activities and design a plan for personal stress management and relaxation
			<ul style="list-style-type: none"> define and apply the principles of first aid
			<ul style="list-style-type: none"> identify outdoor living skills and a code of responsible behaviour in the outdoors
			<ul style="list-style-type: none"> identify recreational and community programs that promote a healthy lifestyle
			Movement (Alternative-Environment Activities)
			<ul style="list-style-type: none"> select, plan, and participate in activity-specific motor skills in a variety of alternative-environment activities
			<ul style="list-style-type: none"> identify and apply survival skills needed in a variety of environments
			<ul style="list-style-type: none"> plan and participate in an outdoor experience
			Movement (Dance)
			<ul style="list-style-type: none"> apply movement skills and concepts to a variety of dance activities to create movement sequences
			<ul style="list-style-type: none"> create, choreograph, and perform dances for self and others in a variety of dance forms
			Movement (Games)
			<ul style="list-style-type: none"> apply movement skills and concepts to perform and create a variety of game activities
			<ul style="list-style-type: none"> demonstrate with efficiency and form ways to send, receive, project, and retain possession of an object
			<ul style="list-style-type: none"> analyse and demonstrate basic offensive and defensive strategies

			<ul style="list-style-type: none"> • adapt and improve activity-specific motor skills in game activities
			<ul style="list-style-type: none"> • apply the principles of mechanics to improve performance in game skills
			<i>Movement (Gymnastics)</i>
			<ul style="list-style-type: none"> • apply movement skills and concepts to create gymnastic sequences
			<ul style="list-style-type: none"> • select, perform, and evaluate sequences, using a variety of small and large apparatus
			<ul style="list-style-type: none"> • apply the principles of mechanics to improve performance in gymnastic skills
			<i>Movement (Individual and Dual Activities)</i>
			<ul style="list-style-type: none"> • apply movement skills and concepts to a variety of individual and dual activities
			<ul style="list-style-type: none"> • adapt and improve activity-specific motor skills when performing individual and dual activities
			<ul style="list-style-type: none"> • apply the principles of mechanics to improve performance in individual and dual activities
			<i>Personal and Social Responsibility</i>
			<ul style="list-style-type: none"> • select and apply rules, routines, and procedures of safety in a variety of activities from all movement categories
			<ul style="list-style-type: none"> • demonstrate positive behaviours that indicate self-respect and self-confidence while participating in physical activity
			<ul style="list-style-type: none"> • demonstrate appropriate social behaviour while working cooperatively with others
			<ul style="list-style-type: none"> • demonstrate etiquette and fair play
			<ul style="list-style-type: none"> • identify and demonstrate positive behaviours that show respect for individuals' potential, interests, and cultural backgrounds
			<ul style="list-style-type: none"> • apply leadership skills related to physical activity
			<ul style="list-style-type: none"> • identify existing careers or potential entrepreneurial ventures in the community related to physical activities

Term			Planning 10 (2007)
			Graduation Program
			<i>Course Requirements, Exams, and Focus Areas</i>
1	2	3	It is expected that students will:
			<ul style="list-style-type: none"> identify the course requirements for the Graduation Program
			<ul style="list-style-type: none"> identify ways of earning credits for the Graduation Program (e.g., in-school courses, external credits)
			<ul style="list-style-type: none"> identify the exam requirements for the Graduation Program, including required and optional exams
			<ul style="list-style-type: none"> describe the Focus Areas in the Graduation Program
			<ul style="list-style-type: none"> describe how one or more Focus Areas of interest relate to education and career options
			<i>Graduation Transitions</i>
			<ul style="list-style-type: none"> describe the requirements of Graduation Transitions
			<ul style="list-style-type: none"> develop a preliminary plan for how they will meet the requirements of Graduation Transitions
			Education and Careers
			<i>Personal Interests and Attributes</i>
			<ul style="list-style-type: none"> relate personal attributes and interests to education and career planning
			<i>Post-Secondary Education and Training</i>
			<ul style="list-style-type: none"> compare a variety of post-secondary education and training institutions and programs
			<i>Labour Market Information</i>
			<ul style="list-style-type: none"> relate labour market information (e.g., types of employment, required skills and education, salary range) to careers of interest
			<i>Job Seeking and Job Keeping</i>
			<ul style="list-style-type: none"> demonstrate an understanding of employability skills (e.g., communication, problem solving, teamwork)
			<ul style="list-style-type: none"> demonstrate job-seeking skills (e.g., employment search strategies, résumés, cover letters, job interviews)
			<i>Employment Standards and Workplace Safety</i>
			<ul style="list-style-type: none"> demonstrate an awareness of the legal rights and responsibilities of employers and employees
			<ul style="list-style-type: none"> analyse practices associated with work-related risk reduction and injury prevention (e.g., safety training, hazard recognition, risk management, communication)
			<i>Support Networks and Resources</i>

		<ul style="list-style-type: none"> identify support networks and resources (e.g., family, school, and community resources) for pursuing their education and career goals
<i>Transition Plan</i>		
		<ul style="list-style-type: none"> develop a personal education and career plan to support the achievement of education and career goals
Health		
<i>Healthy Living</i>		
		<ul style="list-style-type: none"> analyse factors that influence health (e.g., physical activity, nutrition, stress management)
<i>Health Information</i>		
		<ul style="list-style-type: none"> analyse health information for validity and personal relevance
<i>Healthy Relationships</i>		
		<ul style="list-style-type: none"> demonstrate an understanding of skills needed to build and maintain healthy relationships (e.g., effective communication, problem solving)
		<ul style="list-style-type: none"> analyse factors contributing to a safe and caring school (e.g., respect for diversity, prevention of harassment and intimidation)
<i>Health Decisions</i>		
		<ul style="list-style-type: none"> evaluate the potential effects of an individual's health-related decisions on self, family, and community
		<ul style="list-style-type: none"> analyse practices that promote healthy sexual decision making (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)
		<ul style="list-style-type: none"> analyse practices associated with the prevention of HIV/AIDS
		<ul style="list-style-type: none"> analyse strategies for preventing substance misuse (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)
		<ul style="list-style-type: none"> analyse individual and societal practices associated with road-related risk reduction and injury prevention (e.g., obeying speed limits, wearing seatbelts, driver education)
		<p><i>Note: Some of the prescribed learning outcomes in this Health curriculum organizer address topics that may be sensitive for some students or parents/guardians. Refer to ministry policy regarding opting for alternate delivery of sensitive topics:</i></p> <p>http://www.bced.gov.bc.ca/policy/</p>
Finances		
<i>Financial Literacy</i>		
		<ul style="list-style-type: none"> demonstrate financial literacy related to: budgeting skills, planning for transition from secondary school, knowledge about credit and debt and knowledge of legal requirements for reporting personal income
<i>Costs of Education and Career Options</i>		

			<ul style="list-style-type: none"> • identify the costs and funding sources associated with various education and career options
			<i>Financial Plan</i>
			<ul style="list-style-type: none"> • develop a personal financial plan to support the achievement of education and career goals

Term			Science 10 (2008)
1	2	3	<i>Processes of Science</i>
			It is expected that students will:
			<ul style="list-style-type: none"> demonstrate safe procedures
			<ul style="list-style-type: none"> perform experiments using the scientific method
			<ul style="list-style-type: none"> represent and interpret information in graphic form
			<ul style="list-style-type: none"> demonstrate scientific literacy
			<ul style="list-style-type: none"> demonstrate ethical, responsible, cooperative behaviour
			<ul style="list-style-type: none"> describe the relationship between scientific principles and technology
			<ul style="list-style-type: none"> demonstrate competence in the use of technologies specific to investigative procedures and research
			<i>Life Science: Sustainability of Ecosystems</i>
			<ul style="list-style-type: none"> explain the interaction of abiotic and biotic factors within an ecosystem
			<ul style="list-style-type: none"> assess the potential impacts of bioaccumulation
			<ul style="list-style-type: none"> explain various ways in which natural populations are altered or kept in equilibrium
			<i>Physical Science: Chemical Reactions and Radioactivity</i>
			<ul style="list-style-type: none"> differentiate between atoms, ions, and molecules using knowledge of their structure and components
			<ul style="list-style-type: none"> classify substances as acids, bases, or salts, based on their characteristics, name, and formula
			<ul style="list-style-type: none"> distinguish between organic and inorganic compounds
			<ul style="list-style-type: none"> analyse chemical reactions, including reference to conservation of mass and rate of reaction
			<ul style="list-style-type: none"> explain radioactivity using modern atomic theory
			<i>Physical Science: Motion</i>
			<ul style="list-style-type: none"> explain the relationship of displacement and time interval to velocity for objects in uniform motion
			<ul style="list-style-type: none"> demonstrate the relationship between velocity, time interval, and acceleration
			<i>Earth and Space Science: Energy Transfer in Natural Systems</i>
			<ul style="list-style-type: none"> explain the characteristics and sources of thermal energy
			<ul style="list-style-type: none"> explain the effects of thermal energy within the atmosphere
			<ul style="list-style-type: none"> evaluate possible causes of climate change and its impact on natural systems
			<i>Earth and Space Science: Plate Tectonics)</i>
			<ul style="list-style-type: none"> analyse the processes and features associated with plate tectonics
			<ul style="list-style-type: none"> demonstrate knowledge of evidence that supports plate tectonic theory

American Sign Language
 Core French
 German
 Italian
 Japanese
 Mandarin
 Punjabi
 Core Spanish

Click on, or copy and paste the following website into your browser's address bar, to see the learning outcomes for languages other than Core French 10 or Core Spanish 10 (which are included in this document).

http://www.bced.gov.bc.ca/irp/irp_lang.htm

Term			Core French 10 (2001)
1	2	3	<i>Communicating</i>
			It is expected that students will:
			<ul style="list-style-type: none"> explain how to do everyday activities or procedures
			<ul style="list-style-type: none"> communicate needs, desires, and emotions, giving reasons
			<ul style="list-style-type: none"> describe events and experiences
			<ul style="list-style-type: none"> express statements in past, present, and future
			<ul style="list-style-type: none"> participate in a variety of meaningful, real life situations
			<i>Acquiring Information</i>
			<ul style="list-style-type: none"> retrieve, process, and adapt information from French-language resources to complete authentic tasks
			<ul style="list-style-type: none"> explain in detail acquired information in oral, visual, and written forms
			<i>Experiencing Creative Works</i>
			<ul style="list-style-type: none"> discuss and respond to authentic creative works from the Francophone world
			<i>Understanding Cultural Influences</i>
			<ul style="list-style-type: none"> describe ways in which the French language has influenced other languages
			<ul style="list-style-type: none"> compare and contrast their own customs to those of Francophone cultures
			<ul style="list-style-type: none"> identify and compare language, expressions, and behaviours that suit cultural context

Term			Spanish 10 (2005)
1	2	3	<i>Communicating</i>
			It is expected that students will:
			<ul style="list-style-type: none"> • make suggestions about everyday activities
			<ul style="list-style-type: none"> • communicate needs, desires, and emotions, giving reasons
			<ul style="list-style-type: none"> • describe events and experiences
			<ul style="list-style-type: none"> • communicate in past, present, and future
			<ul style="list-style-type: none"> • participate in a variety of meaningful, real-life situations
			<i>Acquiring Information</i>
			<ul style="list-style-type: none"> • retrieve, process, and adapt information from Spanish-language resources to complete meaningful tasks
			<ul style="list-style-type: none"> • explain in detail acquired information in oral, visual, and written forms
			<i>Experiencing Creative Works</i>
			<ul style="list-style-type: none"> • discuss and respond to authentic creative works from the Hispanic world
			<i>Understanding Cultural Influences</i>
			<ul style="list-style-type: none"> • identify the contributions of Hispanic people to the world
			<ul style="list-style-type: none"> • compare and contrast their own customs to those of Hispanic cultures
			<ul style="list-style-type: none"> • identify language, expressions, and behaviours that reflect cultural context

Term			Social Studies 10 (2006)
1	2	3	<i>Skills and Processes of Social Studies</i>
			It is expected that students will:
			<ul style="list-style-type: none"> • apply critical thinking skills, including: questioning, comparing, summarizing, drawing conclusions, and defending a position
			<ul style="list-style-type: none"> • demonstrate effective research skills, including accessing information, assessing information, collecting data, evaluating data, organizing information, and presenting information, and citing sources
			<ul style="list-style-type: none"> • demonstrate effective written, oral, and graphic communication skills, individually and collaboratively
<i>Identity, Society, and Culture: Canada from 1815 TO 1914</i>			
			<ul style="list-style-type: none"> • analyse Canadian society from 1815 to 1914 in terms of gender roles, ethnicity, daily life, and the arts
			<ul style="list-style-type: none"> • evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada from 1815 to 1914
			<ul style="list-style-type: none"> • evaluate the influence of immigration on Canadian society from 1815 to 1914
			<ul style="list-style-type: none"> • describe the factors that contributed to a changing national identity from 1815 to 1914
<i>Governance: Canada from 1815 to 1914</i>			
			<ul style="list-style-type: none"> • describe the evolution of responsible government in Canada in terms of government structure and key contributing events
			<ul style="list-style-type: none"> • analyse political, economic, social, and geographical factors that led to Confederation and to the development of Canada's provinces and territories
			<ul style="list-style-type: none"> • describe the events of the Red River and Northwest Rebellions
			<ul style="list-style-type: none"> • describe the structure and function of Canada's federal, provincial, and local governments
<i>Economy and Technology: Canada from 1815 to 1914</i>			
			<ul style="list-style-type: none"> • assess the impact of Macdonald's National Policy on Canada
			<ul style="list-style-type: none"> • analyse the influence of the following on Canada's economy from 1815 to 1914: resource development and decline, and technological innovations
			<ul style="list-style-type: none"> • describe the development of British Columbia's economy from 1815 to 1914
<i>Environment: Canada from 1815 to 1914</i>			
			<ul style="list-style-type: none"> • describe the physiographic regions of Canada and the geological processes that formed these regions
			<ul style="list-style-type: none"> • analyse how geography influenced the economic development and settlement patterns in regions of Canada from 1815 to 1914
			<ul style="list-style-type: none"> • evaluate attitudes and practices in resource development in British Columbia from 1815 to 1914 and their impact on contemporary resource management