



*Supplement to the*  
**HOME ECONOMICS 8 TO 10 IRP (1998)**

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*Required Program Model Content  
for Home Economics 10:*

*Foods  
Textiles  
Family Studies*





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# INTRODUCTION

This document is a supplement to the Home Economics 8 to 10 Integrated Resource Package (IRP) 1998.

## BACKGROUND

In 2002-2003, the Ministry of Education conducted a review of provincial graduation requirements. One of the results of that review was to change the Graduation Program from two years to three years. In the Graduation Program (2004), students who enter Grade 10 after June 30, 2004 will earn credits toward graduation in a three-year program, in grades 10, 11 and 12.

In the past, schools did not report grade 10 course grades to the Ministry of Education to be entered on student transcripts and calculated into the graduation credit formula. Integrated Resource Packages (IRPs) for grade 10 subjects in the fine arts and applied skills areas (1995-1998) were developed for delivery as year-long courses, and were designed as “general” courses in the subject to allow schools to design programs to meet the needs of their students.

One of the aims of the new Graduation Program (2004) requirements is to allow grade 10 students to have greater choice and flexibility in selecting courses to meet their education and career goals. To reflect that aim, this document outlines required program model content for three specific grade 10 home economics courses that can be offered in addition to the existing general Home Economics 10 course. This document does not replace the prescribed learning outcomes for grade 10 home economics as outlined in the Home Economics 8 to 10 IRP (1998). Each of the courses outlined here **must address both the prescribed learning outcomes and the required content** specific to the particular program model offered.

## GRADUATION PROGRAM REQUIREMENTS

Under the Graduation Program (2004) requirements, all students must complete a minimum of 4 credits in the fine arts and/or the applied skills subject areas from grades 10 to 12.

To satisfy these graduation requirements, students may take one of the following:

- a 4-credit grade 10, 11, or 12 ministry-authorized fine arts course  
OR
- a 4-credit grade 10, 11, or 12 ministry-authorized applied skills course  
OR
- a 2-credit grade 10, 11, or 12 ministry-authorized fine arts course + a 2-credit grade 10, 11, or 12 ministry-authorized applied skills course

Grade 11 board/authority authorized (BAA) courses in the applied skills or fine arts subject areas only meet the graduation requirements if they address the prescribed learning outcomes of the Applied Skills 11 IRP and/or the Fine Arts 11 IRP. Grades 10 and 12 BAA courses do not meet the fine arts/applied skills graduation requirements.

Schools have the flexibility to deliver programs in these subject areas that meet the needs of their students and communities. However, school boards are required to offer a choice of a fine arts and an applied skills educational program to all students in the 2004 graduation program.

See the appendix to this document for a full list of all ministry-authorized fine arts and applied skills courses for grades 10 to 12.

## HOME ECONOMICS 8 TO 12

The following table lists all the current ministry-authorized courses for home economics from grades 8 to 12.

	<ul style="list-style-type: none"> <li>• Home Economics 8</li> </ul>	
	<ul style="list-style-type: none"> <li>• Home Economics 9</li> </ul>	
	<ul style="list-style-type: none"> <li>• Home Economics 10: General</li> </ul> <p>Home Economics 10 Program Models:</p> <ul style="list-style-type: none"> <li>• Home Economics 10: Foods</li> <li>• Home Economics 10: Textiles</li> <li>• Home Economics 10: Family Studies</li> </ul>	
<ul style="list-style-type: none"> <li>• Home Economics 11: Cafeteria Training</li> <li>• Home Economics 11: Food Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Home Economics 11: Textile Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Home Economics 11: Family Studies</li> </ul>
<ul style="list-style-type: none"> <li>• Home Economics 12: Cafeteria Training</li> <li>• Home Economics 12: Food Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Home Economics 12: Textile Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Home Economics 12: Family Studies</li> </ul>

Schools are encouraged to provide opportunities for students to take more than one Home Economics course at each grade level. Each course must address all the learning outcomes for its designated grade.

### FOR MORE INFORMATION

The following sources contain additional information about courses, graduation program requirements, and other relevant policy.

#### *Integrated Resource Packages (IRPs)*

IRP documents contain the prescribed learning outcomes for each subject and grade, as well as suggested instruction and assessment approaches for delivering the learning outcomes within a range of course structures. Full text of all IRPs is available at <http://www.bced.gov.bc.ca/irp/irp.htm>

#### *Handbook of Procedures*

For information on additional methods of achieving the fine arts Graduation Program requirements, please refer to the Ministry of Education's *Handbook of Procedures*.  
<http://www.bced.gov.bc.ca/exams/handbook/handbook.htm>

#### *Fine Arts and Applied Skills Policy*

Policy Document: Fine Arts and Applied Skills Requirements in the Graduation Program  
[http://www.bced.gov.bc.ca/policy/policies/fine\\_arts\\_and\\_applied.htm](http://www.bced.gov.bc.ca/policy/policies/fine_arts_and_applied.htm)

Fine Arts and/or Applied Skills Requirement--2004 Graduation Program  
[http://www.bced.gov.bc.ca/graduation/finearts\\_qa.pdf](http://www.bced.gov.bc.ca/graduation/finearts_qa.pdf)

#### *Course Codes*

Course codes for ministry-authorized courses are listed in the Ministry's *Course Information Book*.  
<http://www.bced.gov.bc.ca/graduation/courseinfo/>

# PROGRAM MODELS FOR HOME ECONOMICS 10

The Home Economics 8 to 10 IRP (1998) is designed to provide flexibility in organizing and implementing curriculum, and to acknowledge the existing programs already in place in BC schools.

In order to recognize the diverse nature of home economics program delivery, and to allow for greater student choice and flexibility, the learning outcomes for Home Economics 10 can be delivered within a number of specific program models (courses), each of which must address distinct required content.

The content in the three Required Program Model Content charts beginning on the next page provides the framework within which the Home Economics 10 prescribed learning outcomes can be delivered in specific course settings. The approved Home Economics 10 courses, for which program model information is provided here, are as follows:

- Home Economics 10: Foods (HEF 10)
- Home Economics 10: Textiles (HET 10)
- Home Economics 10: Family Studies (HES 10)

In addition to the courses outlined here, schools can continue to offer Home Economics 10: General (HEG 10), which corresponds to the curriculum as originally written in the Home Economics 8 to 10 IRP (1998).

In each of the new Home Economics 10 courses, teachers provide opportunities for students to achieve the prescribed learning outcomes for Home Economics 10 within a particular area of focus. Teachers need to design their courses and select material to address both the prescribed learning outcomes and the required content specific to the particular course.

The Required Program Model Content charts on the following pages outline this content in relation to:

- planning and problem-solving—background knowledge and creative/critical thinking skills
- context—relating understanding to personal, cultural, economic, and societal considerations
- technical competence—abilities to demonstrate specific skills.

These three categories are not designed to replace or supersede the curriculum organizers for Home Economics 10. Rather, they have been used to provide an alternate way of looking at course requirements and to highlight the commonalities that exist among the various applied skills subjects.

If students are taking more than one Home Economics 10 course, they must satisfy the learning outcomes in relation to the content for each course for which they are receiving credit—for example, a student must satisfy the program model content for both Foods (HEF 10) and Textiles (HET 10) in order to receive credit for both courses.

## Required Program Model Content: Foods 10 (HEF 10)

Foods 10 courses must incorporate the following content within the delivery of the prescribed learning outcomes for Home Economics 10.

### **Planning and Problem**

**Solving:** background knowledge and creative/critical thinking skills needed to select, prepare, or serve foods

- knowledge of potential food safety problems and of appropriate precautionary measures associated with food preparation, including:
  - sanitation (e.g., to prevent salmonella, botulism poisoning)
  - handling heating equipment and hot foods (e.g., to prevent fires, steam scalds, burns from hot oil, uneven microwave heating)
  - responding to emergencies (e.g., fires, burns, cuts)
- menu-planning for various circumstances and special dietary needs, including:
  - life stages—infants, adolescents, pregnancy
  - health conditions prevalent in society today (e.g., obesity, diabetes, heart disease)
  - vegetarian diets—description, comparison, and evaluation of various vegetarian diets
  - criteria for planning multi-course meals
- awareness of nutrition, including:
  - identification (definition, examples) and importance of basic categories of nutrients required for healthy living (e.g., proteins, simple and complex carbohydrates, fats, vitamins, minerals)
  - comparison of recipes (nutritional value, changes/substitutions for making unhealthy recipes healthier)
  - nutritional concerns associated with deep-fat frying and benefits of cooking alternatives to deep-fat frying
  - healthy and unhealthy eating patterns
  - appropriate foods for a one-day food intake (breakfast, lunch, dinner, and snacks) based on *Canada's Food Guide for Healthy Eating*
  - evaluation of food fads (e.g., trendy diets) and correction of food myths (e.g., that large quantities of vitamin C will ward off cancer and colds)
- locating information about food and food preparation, including:
  - criteria for assessing reliability of information, recipes
  - *Canada's Food Guide for Healthy Eating*
- knowledge of food preparation principles and safety considerations for deep-fat frying, starch cookery, and various forms of digestible protein (e.g., meats, dairy, nuts):
  - appropriate tools and equipment
  - description of appropriate cooking methods (e.g., results of improper cooking of digestible protein)
  - identification of various starches and description of their characteristics
- evaluating commercial food products:
  - interpreting information on food labels
  - analysis of food labels for nutritional value
  - criteria for evaluating commercial food products
- food presentation (e.g., colour and texture, table-setting patterns)

<p><b>Contexts:</b> relating understanding of foods to personal, cultural, economic, and environmental considerations</p>	<ul style="list-style-type: none"> <li>• factors that affect food choices (e.g., physical needs, psychological needs, resources, cultural heritage, food marketing)</li> <li>• possible reasons for following a vegetarian diet</li> <li>• the global implications of particular food-buying and eating decisions</li> <li>• health concerns associated with various unhealthy eating patterns: <ul style="list-style-type: none"> <li>– impaired energy levels, well-being</li> <li>– nutritional deficiencies</li> <li>– diseases/conditions (e.g., high cholesterol, heart disease, diabetes, obesity, eating disorders, cancers, digestive problems)</li> <li>– reasons for safe food storage and preparation practices (e.g., spoilage, contamination, injury prevention)</li> </ul> </li> <li>• factors that affect food production and supply, especially in Canada today (research and discussion)</li> <li>• comparison of commercial food products and similar home-made products (e.g., with respect to cost, time required, taste, and nutritional value)</li> <li>• the cultural origins of menus, recipes, and ingredients studied, (i.e., ethnic and regional cuisines, as represented in Canada)</li> <li>• food-related occupations and careers</li> </ul>
<p><b>Technical Competence:</b> abilities to carry out food preparation procedures</p>	<ul style="list-style-type: none"> <li>• demonstration of food-preparation techniques, including: <ul style="list-style-type: none"> <li>– integration of planning skills (e.g., task sequencing, time management)</li> <li>– selection and correct use of appropriate tools and equipment for given food preparation tasks</li> <li>– safe practice when handling food, preparing food, and working with equipment</li> <li>– deep-fat frying</li> <li>– cooking with different types of starch foods (e.g., pasta, rice, potatoes, thickeners such as corn starch)</li> <li>– cooking of protein foods (using various cooking methods)</li> <li>– use of complex carbohydrates</li> </ul> </li> <li>• preparation of multi-course meals</li> <li>• preparation of foods for given purposes and special dietary needs, including foods for vegetarians and for particular life stages, health conditions</li> <li>• correctly following instructions (i.e., recipes, safety procedures)</li> <li>• selection of reliable and healthy recipes and commercial food products on the basis of established criteria (including nutritional value)</li> </ul>

## Required Program Model Content: Textiles 10 (HET 10)

Textiles 10 courses must incorporate the following content within the delivery of the prescribed learning outcomes for Home Economics 10.

<p><b>Planning and Problem Solving:</b> background knowledge and creative/critical thinking skills needed to create, select, or care for textile products</p>	<ul style="list-style-type: none"> <li>• identification of the elements and principles of design in textile items (e.g., using samples or pictures of garments that demonstrate the elements and principles)</li> <li>• properties (e.g., warmth, water resistance, durability, wicking) of specific natural and synthetic fibres, yarns, or fabrics (including polyester and fabrics for specialty uses such as athletic wear, or medical needs):             <ul style="list-style-type: none"> <li>– how various natural and synthetic fibres and yarns are held together (e.g., woven, knit, bonding, felting)</li> <li>– identification of fibre content in given samples</li> </ul> </li> <li>• evaluating the performance of fabric finishes (e.g., permanent press, anti-static)</li> <li>• care procedures (washing, drying, ironing) for various textiles, (e.g., wool, cotton, polyester) and types of textile product (e.g., sleeping bags), including             <ul style="list-style-type: none"> <li>– interpretation of care label symbols on labels</li> <li>– appropriate stain-removal techniques and products</li> </ul> </li> <li>• interpretation of commercial patterns, including:             <ul style="list-style-type: none"> <li>– the information on a pattern envelope</li> <li>– the information on the pattern pieces and the pattern guide sheet</li> <li>– the meaning of pattern symbols</li> </ul> </li> <li>• purpose and importance of various garment construction techniques, including:             <ul style="list-style-type: none"> <li>– seams and seam finishes</li> <li>– stay stitching</li> <li>– trimming, grading, notching, and pressing of seams</li> <li>– darts (single pointed, double pointed, and their placement)</li> <li>– facings (of the type used in projects) and waistbands</li> <li>– interfacing (including importance of appropriate use and type)</li> <li>– easing and gathering (of the type used in projects)</li> </ul> </li> <li>• criteria for selecting textiles and garment designs for infants and adolescents; comparison of purchasing vs. constructing garments for infants and adolescents</li> <li>• planning a personal coordinated wardrobe based on needs, resources (e.g., a specified budget), and design principles, including calculating the costs of personally constructed garments, and the comparative costs of purchasing ready-made equivalents</li> <li>• time management planning in relation to textiles projects (e.g., time-saving tools, equipment, and supplies)</li> </ul>
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<p><b>Contexts:</b> relating understanding of textiles to personal, cultural, economic, and environmental considerations</p>	<ul style="list-style-type: none"> <li>• analysis of reasons (e.g., modesty, safety, social status) for wearing particular types of clothing (including uniforms, cultural regalia) in various cultures and situations</li> <li>• the development and construction of clothing from various cultures, including draped garments tailored from a single piece of fabric</li> <li>• factors that affect consumer purchases of clothing and textile items, (e.g., socio-economic factors, media influences, global implications and environmental issues)</li> <li>• conditions under which textile items are produced (process, environmental, working conditions)</li> <li>• identification of various ways to recycle clothing</li> <li>• identification and description of textile-related occupations and careers (e.g., fashion marketing, fashion design, fashion production, textile crafts, home-based textile business, interior design, theatre costuming)</li> </ul>
<p><b>Technical Competence:</b> abilities to carry out procedures related to making textile products</p>	<ul style="list-style-type: none"> <li>• demonstration of the safe use of tools and equipment, including: <ul style="list-style-type: none"> <li>– sewing machine</li> <li>– serger</li> <li>– iron</li> <li>– rotary cutter</li> <li>– scissors</li> </ul> </li> <li>• completion of individual projects using commercial patterns, including: <ul style="list-style-type: none"> <li>– integration of planning skills (e.g., time management)</li> <li>– selection of appropriate commercial patterns (e.g., size and view wanted)</li> <li>– determination of the type and amount of fabric and notions needed</li> <li>– measuring to determine appropriate sizing</li> <li>– selection of appropriate marking method and transfer of pattern markings to fabric</li> <li>– preshrinking the fabric, straightening the grain, layout, correct grain line placement, and cutting</li> <li>– sewing</li> </ul> </li> <li>• selection and demonstration, in relation to individual projects, of appropriate construction techniques, including techniques for: <ul style="list-style-type: none"> <li>– stay stitching</li> <li>– seams and seam finishes</li> <li>– seam trimming and grading, notching, and reducing bulk</li> <li>– pressing (e.g., use of appropriate pressing tools, iron temperature)</li> <li>– single-pointed and double-pointed darts (including pressing technique)</li> <li>– facings and waistbands</li> <li>– interfacing</li> <li>– closures (e.g., cantered zipper, lap zipper, machine buttonholes and buttons, hooks and eyes)</li> <li>– easing and gathering (various methods)</li> <li>– hemming (turned and stitched, zigzag, serged, blind, slipstitch, hem tape)</li> <li>– application of various types of embellishment (e.g., hand and machine embroidery, beads, trims, appliqué)</li> </ul> </li> <li>• construction of a garment or toy for an infant, including all related planning procedures (e.g., making an item safe so that buttons and embellishments do not come off and cause choking)</li> </ul>

## Required Program Model Content: Family Studies 10 (HES 10)

Family Studies 10 courses must incorporate the following content within the delivery of the prescribed learning outcomes for Home Economics 10.

### **Planning and Problem**

**Solving:** background knowledge and creative/critical thinking skills that enhance ability to care for a family

- growth and development, conception through infancy, including:
  - the stages of prenatal development, critical periods of development, and techniques for early diagnosis of potential problems (e.g., ultrasound, amniocentesis)
  - factors that influence prenatal development and causes of birth defects
  - methods of childbirth, the sequence of childbirth, and the perinatal roles of mothers, fathers, and other family members
  - the significance and characteristics of parent-infant bonding for young children, mothers, and fathers (e.g., attachment disorders)
  - characteristics of newborns (e.g., capacities, individuality, specific vulnerabilities)
  - the developmental stages of infancy (including physical, mental, emotional, and social aspects) and developing competencies (including basic awareness of differing theories of human development)
- needs and wants of infants, from birth to 24 months including nutritional needs and options for meeting them:
  - breast feeding vs. bottle feeding (e.g., attitudes, convenience, health/nutritional benefits, costs)
  - comparison of various prepared baby foods (e.g., cost and nutritional value)
- description of safety concerns for infants (e.g., environment, clothing, toys)
- assessment of commercial toys for infants (e.g., for educational value, cost, safety)
- issues, challenges (economic, social, emotional), and options associated with particular parenting situations, including:
  - supporting children with physical or mental challenges (especially infants, including premature infants)
  - single parenting (especially infants)
  - parenting adopted children
  - parenting in blended families
- comparison of a variety of family and professional child-care options
- consequences of inadequate or inappropriate care giving (e.g., the effects of neglect, abuse)
- approaches to researching community care-giving resources:
  - for children (e.g., infant daycare, toddler daycare, preschool)
  - for those with disability or chronic illness

<p><b>Contexts:</b> relating understanding of families to personal, cultural, economic, and environmental considerations (e.g., differences among cultures, consumer decisions, the job market)</p>	<ul style="list-style-type: none"> <li>• analysis of factors that affect consumers of pregnancy and infant products (e.g., influences of marketing, available resources, costs of having children, societal expectations)</li> <li>• global implications of decisions with respect to infant care products</li> <li>• analysis of factors that influence child-care choices for families</li> <li>• leisure activities that involve both parents and children (e.g., available options in the community, pros and cons of particular activities, considerations for choosing)</li> <li>• comparison of childbirth and child rearing in various cultures (attitudes toward and experiences of)</li> <li>• identification and description of occupations and careers related to care giving (for children and those with health-care needs)</li> </ul>
<p><b>Technical Competence:</b> abilities to demonstrate specific care-giving skills and attitudes</p>	<ul style="list-style-type: none"> <li>• demonstration of food selection and preparation skills as an aspect of care giving, including: <ul style="list-style-type: none"> <li>– selection and preparation of food for infants (including infants with food allergies and medical issues)</li> <li>– selection and preparation of breakfast, lunch, dinner, snacks, based on <i>Canada's Food Guide for Healthy Eating</i></li> </ul> </li> <li>• demonstration of skills and attitudes related to preparing and caring for a new baby, including: <ul style="list-style-type: none"> <li>– research and planning (e.g., identifying, costing, budgeting for, and selecting necessities, especially textile items such as suitable clothing, bedding, toys)</li> <li>– creation of safe physical environments (actual, simulated, or illustrated)</li> <li>– commitment to consistent, timely, and appropriate nurturing (e.g., via actual or simulated 24-h/day child care)</li> <li>– appreciation for responsibilities associated with parenting</li> </ul> </li> <li>• interaction with young children, including: <ul style="list-style-type: none"> <li>– planning and participating in educational activities for children of various ages</li> <li>– observing children at various stages of development (recording observations on motor skills, toys used, interaction with other children, language development)</li> </ul> </li> <li>• assessment of community needs with respect to care giving, including: <ul style="list-style-type: none"> <li>– identification of service strengths and gaps on the basis of research into what is currently available</li> <li>– formulation of alternative suggestions for improvement</li> </ul> </li> </ul>



# Appendix:

## Ministry Authorized Applied Skills and Fine Arts Courses

The following tables list all of the ministry-authorized applied skills and fine arts courses for grades 10-12, as described in IRPs, 1995-2004 (available online at <http://www.bced.gov.bc.ca/irp/irp.htm>).

### APPLIED SKILLS

Grade 10	Grade 11	Grade 12
	<ul style="list-style-type: none"> <li>• Applied Skills 11 (2 credits)</li> </ul>	
<ul style="list-style-type: none"> <li>• Business Education 10: General</li> <li>• Business Education 10: Communication</li> <li>• Business Education 10: Entrepreneurship</li> <li>• Business Education 10: Finance and Economics</li> <li>• Business Education 10: Marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting 11</li> <li>• Business Computer Applications 11</li> <li>• Marketing 11</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting 12</li> <li>• Business Information Management 12</li> <li>• Data Management 12</li> <li>• Economics 12</li> <li>• Entrepreneurship 12</li> <li>• Financial Accounting 12</li> <li>• Management Innovation 12</li> <li>• Marketing 12</li> </ul>
<ul style="list-style-type: none"> <li>• Home Economics 10: General</li> <li>• Home Economics 10: Foods</li> <li>• Home Economics 10: Textiles</li> <li>• Home Economics 10: Family Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Cafeteria Training 11</li> <li>• Family Studies 11</li> <li>• Food Studies 11</li> <li>• Textile Studies 11</li> </ul>	<ul style="list-style-type: none"> <li>• Cafeteria Training 12</li> <li>• Family Studies 12</li> <li>• Food Studies 11</li> <li>• Textile Studies 12</li> </ul>
<ul style="list-style-type: none"> <li>• Information Technology 10</li> </ul>	<ul style="list-style-type: none"> <li>• Information and Communications Technology: Applied Digital Communications 11</li> <li>• Information and Communications Technology: Computer Information Systems 11</li> <li>• Information and Communications Technology: Computer Programming 11</li> <li>• Information and Communications Technology: Digital Media Development 11</li> </ul>	<ul style="list-style-type: none"> <li>• Information and Communications Technology: Applied Digital Communications 12</li> <li>• Information and Communications Technology: Computer Information Systems 12</li> <li>• Information and Communications Technology: Computer Programming 12</li> <li>• Information and Communications Technology: Digital Media Development 12</li> </ul>

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• Technology Education 10: General</li> <li>• Technology Education 10: Drafting and Design</li> <li>• Technology Education 10: Electronics</li> <li>• Technology Education 10: Mechanics</li> <li>• Technology Education 10: Metalwork</li> <li>• Technology Education 10: Woodwork</li> </ul>	<ul style="list-style-type: none"> <li>• Automotive Technology 11</li> <li>• Carpentry and Joinery 11</li> <li>• Drafting and Design 11</li> <li>• Electronics 11</li> <li>• Metal Fabrication and Machining 11</li> </ul>	<ul style="list-style-type: none"> <li>• Automotive Technology 12</li> <li>• Automotive Technology 12: Automotive Electricity and Electronics</li> <li>• Automotive Technology 12: Body Repair and Finish</li> <li>• Automotive Technology 12: Engine and Drive Train</li> <li>• Carpentry and Joinery 12</li> <li>• Carpentry and Joinery 12: Cabinet Construction</li> <li>• Carpentry and Joinery 12: CNC Wood Processes</li> <li>• Carpentry and Joinery 12: Residential Construction</li> <li>• Carpentry and Joinery 12: Woodcraft Products</li> <li>• Drafting and Design 12</li> <li>• Drafting and Design 12: Advanced Design</li> <li>• Drafting and Design 12: Architecture and Habitat Design</li> <li>• Drafting and Design 12: Engineering and Mechanical Drafting</li> <li>• Drafting and Design 12: Technical Visualization</li> <li>• Electronics 12</li> <li>• Electronics 12: Analog Systems</li> <li>• Electronics 12: Digital Systems</li> <li>• Electronics 12: Robotics</li> <li>• Metal Fabrication and Machining 12: Advanced Fabrication</li> <li>• Metal Fabrication and Machining 12: Advanced Machining</li> <li>• Metal Fabrication and Machining 12: Advanced Welding</li> <li>• Metal Fabrication and Machining 12: Art Metal and Jewellery</li> <li>• Metal Fabrication and Machining 12: CNC Processes</li> <li>• Metal Fabrication and Machining 12: Forging and Foundry</li> <li>• Metal Fabrication and Machining 12: Sheet Metal</li> </ul>

## FINE ARTS

Grade 10	Grade 11	Grade 12
	<ul style="list-style-type: none"> <li>• Fine Arts 11 (2 credits)</li> </ul>	
<ul style="list-style-type: none"> <li>• Dance 10: General</li> <li>• Dance 10: Dance Performance</li> <li>• Dance 10: Dance Choreography</li> </ul>	<ul style="list-style-type: none"> <li>• Dance: Choreography 11</li> <li>• Dance: Performance 11</li> </ul>	<ul style="list-style-type: none"> <li>• Dance: Choreography 12</li> <li>• Dance: Performance 12</li> </ul>
<ul style="list-style-type: none"> <li>• Drama 10: General</li> <li>• Drama 10: Theatre Performance</li> <li>• Drama 10: Theatre Production</li> </ul>	<ul style="list-style-type: none"> <li>• Drama: Film and Television 11</li> <li>• Theatre Performance 11: Acting</li> <li>• Theatre Performance 11: Directing and Script Development</li> <li>• Theatre Production 11</li> </ul>	<ul style="list-style-type: none"> <li>• Drama: Film and Television 12</li> <li>• Theatre Performance 12: Acting</li> <li>• Theatre Performance 12: Directing and Script Development</li> <li>• Theatre Production 12: Technical Theatre</li> <li>• Theatre Production 12: Theatre Management</li> </ul>
<ul style="list-style-type: none"> <li>• Music 10: General</li> <li>• Music 10: Concert Choir</li> <li>• Music 10: Vocal Jazz</li> <li>• Music 10: Concert Band</li> <li>• Music 10: Jazz Band</li> <li>• Music 10: Orchestral Strings</li> <li>• Music 10: Guitar</li> </ul>	<ul style="list-style-type: none"> <li>• Choral Music 11: Concert Choir</li> <li>• Choral Music 11: Vocal Jazz</li> <li>• Instrumental Music 11: Concert Band</li> <li>• Instrumental Music 11: Jazz Band</li> <li>• Instrumental Music 11: Orchestral Strings</li> <li>• Instrumental Music 11: Guitar</li> <li>• Music: Composition and Technology 11</li> </ul>	<ul style="list-style-type: none"> <li>• Choral Music 12: Concert Choir</li> <li>• Choral Music 12: Vocal Jazz</li> <li>• Instrumental Music 12: Concert Band</li> <li>• Instrumental Music 12: Jazz Band</li> <li>• Instrumental Music 12: Orchestral Strings</li> <li>• Instrumental Music 12: Guitar</li> <li>• Music: Composition and Technology 12</li> </ul>
<ul style="list-style-type: none"> <li>• Visual Arts 10: General</li> <li>• Visual Arts 10: Ceramics and Sculpture</li> <li>• Visual Arts 10: Drawing and Painting</li> <li>• Visual Arts 10: Media Arts 10</li> </ul>	<ul style="list-style-type: none"> <li>• Art Foundations 11</li> <li>• Studio Arts 11: Ceramics and Sculpture</li> <li>• Studio Arts 11: Drawing and Painting</li> <li>• Studio Arts 11: Fabric and Fibre</li> <li>• Studio Arts 11: Printmaking and Graphic Design</li> <li>• Visual Arts: Media Arts 11</li> </ul>	<ul style="list-style-type: none"> <li>• Art Foundations 12</li> <li>• Studio Arts 12: Ceramics and Sculpture</li> <li>• Studio Arts 12: Drawing and Painting</li> <li>• Studio Arts 12: Fabric and Fibre</li> <li>• Studio Arts 12: Printmaking and Graphic Design</li> <li>• Visual Arts: Media Arts 12</li> </ul>

