Graduation Requirements & Post-Secondary Admissions

To graduate, all students must complete a Grade 10 mathematics course as well as another math course at the Grade 11 or 12 level. You might need more than one math course if you plan to continue school beyond Grade 12. Depending on the school you attend, there could be many mathematics options available to you.

Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

For specific program requirements, you should contact the specific institution you are interested in or search for specific program requirements using Education Planner's website : **http://www.educationplanner.ca/**

Useful Links

Education Planner
http://www.educationplanner.ca/

BC Ministry of Education:
http://www.gov.bc.ca/bced/

BC Ministry of Education Graduation Requirements:
http://www.bced.gov.bc.ca/graduation/

BC Ministry of Education: Provincial Exams:
http://www.bced.gov.bc.ca/exams/

Math Curriculum Document:
http://www.bced.gov.bc.ca/irp/irp_math.htm

BC Association of Math Teachers:
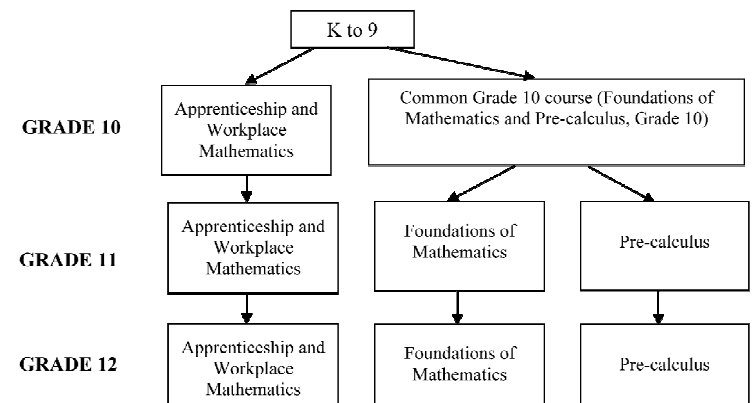http://bctf.ca/bcamt/

BCAMT

Changes to the Mathematics Curriculum in BC Pathways

Students who are entering grade 10 mathematics in 2010 or later will be choosing courses organized into three pathways.

What to Consider When Choosing Your Pathway

The goals of all three pathways are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or for direct entry into the work force. All three pathways provide students with mathematical understandings and critical-thinking skills. When choosing a pathway, students should consider their current interests and future plans.

Pathways in Mathematics: Grades 10 to 12

	K to 9	
GRADE 10	Apprenticeship and Workplace Mathematics	Common Grade 10 course (Foundations of Mathematics and Pre-calculus, Grade 10)
GRADE 11	Apprenticeship and Workplace Mathematics	Foundations of Mathematics / Pre-calculus
GRADE 12	Apprenticeship and Workplace Mathematics	Foundations of Mathematics / Pre-calculus

The Pathways: Explained

Apprenticeship and Workplace Mathematics
This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force.

Foundations of Mathematics
This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus.

Pre-calculus
This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

Students, parents, teachers, councilors, and administrators are encouraged to learn more about the new curriculum.

Further information about these pathways can be found at:
http://www.bced.gov.bc.ca/irp/irp_math.htm

Did You Know…
That there are articulation agreements allowing students to transfer credits between institutions. As such, each person can select their own pathway. The new mathematics courses are the start of this pathway. Check www.bccat.bc.ca for further information.

Sample Future Plans	Most Relevant Course Work
• Technical college • Trade school • Direct entry to workforce	Apprenticeship and Workplace Mathematics 10 - 12
• Math • Science • Engineering • Medicine • Commerce	Foundations of Mathematics and Pre-Calculus 10 *followed by* Pre-Calculus 11 and 12
• Social sciences • Humanities • Fine arts • Undecided	Foundations of Mathematics and Pre-Calculus 10 *followed by* Foundations 11 and 12

To check which pathway is right for your post-secondary plans, visit the Education Planner website: **http://www.educationplanner.ca**

The Mathematical Processes from the New Curricula
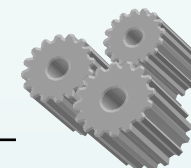
The new curriculum includes **seven mathematical processes** that are crucial to students' learning, doing, and understanding Mathematics. Students are expected to:

• use **communication** in order to learn and express their understanding
• make **connections** among mathematical ideas, other concepts in mathematics, everyday experiences and other disciplines
• demonstrate fluency with **mental mathematics and estimation**
• develop and apply new mathematical knowledge through **problem solving**
• develop mathematical **reasoning**
• select and use **technology** as a tool for learning and solving problems
• develop **visualization** skills to assist in processing information, making connections and solving problems.