



2525 Como Lake Avenue, Coquitlam, BC V3J 3R8

**COURSE  
CATALOGUE**  
École Dr. Charles Best  
Secondary School

**2026/2027**

HOME OF THE BLUE DEVILS

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#### ADMINISTRATIVE TEAM

Mr. Dave Cyr, Principal  
Ms. Tara Sutherland, Vice-Principal (A-G)  
Ms. Jennifer Nelson, Vice-Principal (H-O)  
Mr. Mike Viveiros, Vice-Principal (P-Z)

#### COUNSELLING TEAM

Ms. Rachel John (Students A-G)  
Ms. Zafrin Alam (Students H-O)  
Ms. Irina Birsan (Students P-Z)

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#### Mission Statement

*At Dr. Charles Best Secondary school we shall provide a positive, caring environment for learning where students strive to achieve their potential for excellence. Education in our schools is the shared responsibility of the home, school, and community. In a caring, cooperative, safe environment, every student will prepare for lifelong learning and living in a diverse society.*

**CERTIFICATE OF GRADUATION: GRADUATION PROGRAM REQUIREMENTS**

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements. To graduate, you will require 80 credits total – with a **minimum of 16 at the grade 12 level**, and **28 elective course credits**. 52 credits are required from the following:

- two Career Education courses (**8 credits total**) (replaces Planning 10 and Graduation Transitions)
- Physical and Health Education 10 (**4 credits**)
- Science 10 (**4 credits**), and a Science 11 or 12 (**4 credits**)
- Social Studies 10 (**4 credits**), and a Social Studies 12 (**4 credits**)
- a Math 10 (**4 credits**), and a Math 11 or 12 (**4 credits**)
- a Language Arts 10, 11 & 12 (**12 credits**)
- an Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (**4 credits**)
- Grade 10 Graduation Numeracy and Literacy Assessments
- Grade 12 Graduation Literacy Assessment
- **\*\*NEW - Indigenous Focused Grad requirement (**4 credits**)**

**Choice of:** English 11 First Peoples, Contemporary Indigenous Studies 12 and/or Peuples autochtones de la Colombie-Britannique 12

**ENGLISH PROGRAM**

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English Language Arts 9	English Language Arts 10	English Language Arts 11	English Language Arts 12
Mathematics 9	Math 10	Math 11 or 12	Elective 12
Science 9	Science 10	Science 11 or 12	Elective 12
Social Studies 9	Social Studies 10	Social Studies 12 or Elective	Social Studies 12 or Elective
Physical and Health Education 9	Physical and Health Education 10	Elective	Elective 12
Elective	Career Life Education 10	Elective	Elective 12
Elective	Elective	Elective	Elective 11 or 12
Elective	Elective	Elective	Elective 11 or 12
*Indigenous Focused Graduation requirement		Career-Life Connections / Capstone Project	

**FRENCH IMMERSION PROGRAM**

GRADE 9	GRADE 10	*GRADE 11	*GRADE 12
Français 9	Français 10	Français 11	Français 12
Sciences Humaines 9	Sciences Humaines 10	Social Studies 11 or 12	French Immersion Elective 11 or 12
Communications 9	Vie et Carrière 10		
English Language Arts 9	English Language Arts 10	English Language Arts 11	English Language Arts 12
Mathematics 9	Foundations <b>OR</b> Workplace Math 10	Math 11 or 12	Elective 12
Science 9	Science 10	Science 11 or 12	Elective 12
Education Physique et Santé 9	Education Physique et Santé 10	French Immersion Elective 11 or 12	Elective 12
Elective 9	Elective 11 or 12	Elective 11 or 12	Elective 12
*Indigenous Focused Graduation requirement		Career-Life Connections / Capstone Project	

**\*A minimum of 4 immersion courses at the 11/12 level required but additional courses are recommended for fluency.**

# Key Features of the Curriculum

Essential learning, literacy and numeracy foundations, and core competencies are the base of our new curriculum. All three contribute to deeper learning.

## Core Competencies

The core competencies are the intellectual, personal, and social skills that all students need to develop for success in life beyond school. B.C. has identified three core competencies as essential for all learners: **communication, thinking, and personal and social competencies**. Core competencies are directly related to students becoming educated citizens.

## Literacy and Numeracy Foundations

Literacy is the ability to understand, critically analyze, and create a variety of forms of communication, including oral, written, visual, digital, and multimedia, to accomplish one's goals. Literacy helps students apply reading, writing, speaking and listening skills across a variety of subject areas.

Numeracy is the ability to understand and apply mathematical concepts, processes, and skills to solve problems and make decisions in a variety of situations, including real-life scenarios. Numeracy assessment looks at learning which has taken place throughout the student's education, not only in mathematics, but across various subjects.

Literacy and Numeracy are fundamental to all learning. While they are commonly associated with language learning and mathematics, literacy and numeracy are applied in all areas of learning.

# Curriculum Model

All areas of learning are based on a “Know-Do-Understand” model to support a concept-based competency-driven approach to learning. Three elements - the **Content (Know)**, the **Curricular Competencies (Do)**, and the **Big Ideas (Understand)** - all work together to support deeper learning.

## Content (Know)

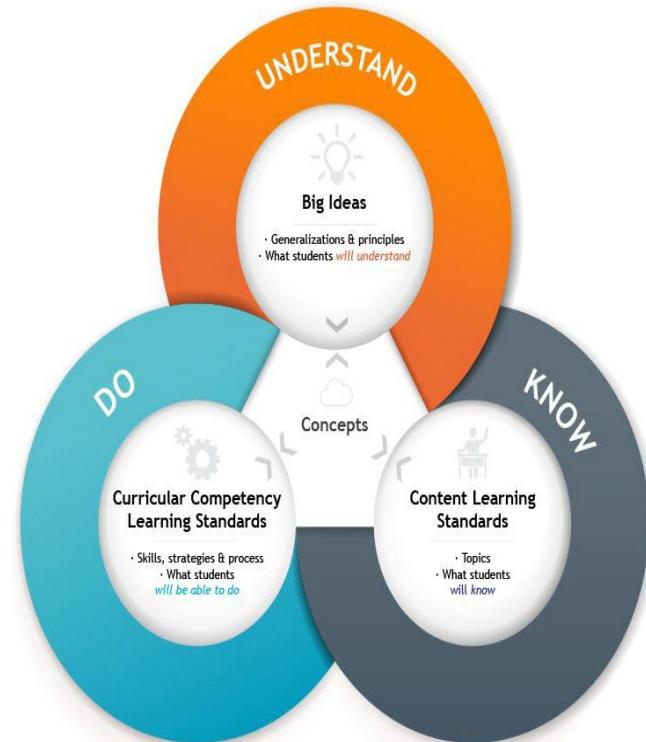
The content learning standards — the “Know” of the know-do-understand model of learning — detail the essential topics and knowledge at each grade level.

## Curricular Competencies (Do)

The curricular competencies are the skills, strategies, and processes that students develop over time. They reflect the “do” in the know-do-understand model of learning. While curricular competencies are more subject-specific, they are connected to the core competencies.

## Big Ideas (Understand)

Big ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “understand” component of the know-do-understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.



## STUDENT SERVICES/LEARNING SUPPORT SERVICE

### Counselling

Students are assigned to a specific counsellor for programming purposes; however, they may see any counsellor in order to discuss personal issues. Parents/guardians are encouraged to use counselling services as well to discuss the progress/attendance of their son or daughter. Appointments may be made through the counselling office.

### Career Centre

The Post Secondary and Career Advisor (PSCA) is available to assist students in clarifying post- secondary requirements and pathway options and helps with the application process. Students in grades 10-12 should visit the centre at least once a year, especially at course selection time, to verify their choices for the following year. Parents with questions are encouraged to contact the PSCA. The PSCA also helps with questions about financial aid and volunteer and employment opportunities. Please see the Career Centre Website for more information.

### Learning Centre Room 215

In order to assist students who require support with one or more subjects, provisions are made to provide

assistance in the form of Learning Centre (LC) Block. Students are provided with tutorial support for concept skills acquisition and retention, and support for any identified learning disabilities. In the LC, students receive one block of time for academic support. Their time may be spent on homework support, implementation of study skills and learning strategies. Provincial assessment adjudication, for qualified students, is also provided through the LC.

### Learning Centre Room 108

The Learning Center Room 108 promotes academic, social-emotional, and physical independence for students with diverse abilities. Competency and curricular-based goals are set using an Individual Education Plan (IEP) in consultation with families. Together, these inform personalized programming for students working on an Evergreen Certificate graduation path. Students attend a mixture of general classes and personalized life skills courses. They are supported by learning services teachers, classroom teachers' education assistants, and learning inclusion support workers. Community connections and work experience are part of personalized programming

## COL DIGITAL LEARNING 10

Digital literacy skills have become crucial for students to be successful in the 21<sup>st</sup> century. Grade 9's will be developing these skills through an integrated learning format. The curriculum will cover areas such as research and information literacy, creativity and innovation with technology, technology operations and concepts, and digital collaboration and citizenship. **COL Digital Learning** has been designed to align with the Ministry of Education's redesigned curriculum and all grade 9 students will receive a grade 10 credit toward graduation for completion of this graduation requirement. Students can access additional support for Computer Applications and Digital Learning Competencies through the Tech Resource Centre (located within the Career Resource Centre).

**To support this component of their program, all grade 9 students are encouraged to bring their own device, either a laptop or tablet.**

### ONLINE COURSES AT COQUITLAM OPEN LEARNING

Do you want to take more than 8 courses? Would you like more elective blocks at your school? Do you want to take a course your school does not offer? If you answered yes to any of these questions, then you should consider taking a course at Coquitlam Open Learning (COL). COL is School District 43's online school and offers flexible-pace, continuous entry courses for all Tri-City students. For more information or to register, visit the website at

<http://online.sd43.bc.ca>.

# **Français langue seconde - immersion (French Immersion)**

## **Français Immersion 9 & 10**

### **Français langue seconde – immersion 9 (Required course for French Immersion students)**

Students will practice and develop their language skills by exploring, reflecting, creating and communicating in French. They will engage in authentic and meaningful learning activities designed to help them improve their French reading, speaking, writing, and comprehension skills. They will explore French literature and culture through texts and novels written by francophone authors and engage in a variety of cultural activities. Exploring literary characters and cultural values and symbols in various texts, as well as applying grammar concepts, will help students practice their critical thinking and writing enrichment skills.

### **Sciences Humaines 9 (Required course for French Immersion students)**

This course uses Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. It focuses on political, social, economic, and technological revolutions and their impacts on the development of modern nation-states including Canada. It analyses imperialism and colonialism, and their continuing effects on Indigenous peoples in Canada and around the world.

### **Communication 9 (Required course for French Immersion students)**

This course is designed to encourage students to refine and clarify their communication skills in French with an emphasis on oral communication. The course provides students with opportunities to explore their identities, their own cultures, and francophone culture. Students will study original texts, as well as create, write, and share their own texts for a range of purposes and real-world audiences. They will also develop their active listening skills. Through processes of drafting, reflection and revising, students will build a body of work for a range of language situations with the goal of developing confidence in their oral and written communication skills.

### **Éducation Physique et Santé 9 (Required course for French Immersion students)**

This required course for French Immersion students is taught entirely in French and parallels the Physical and Health Education 9 curriculum.

### **Français langue seconde – immersion 10 (Required course for French Immersion students)**

Do you like being a critic or an analyst? Do you want to experience a wider range of literary genres and debate new ideas? You will improve your French skills by being creative and learning how to share, present, and defend your point of view. The practice of the four components of language learning will be imbedded in the class with the goal of developing your skills in reading, writing, listening, speaking, and critical thinking all while developing increasingly sophisticated grammar and vocabulary.

### **Sciences Humaines 10 (Required course for French Immersion students)**

Students will further develop their historical thinking skills by applying key questions related to historical significance, cause and consequence, and ethical judgement of historical events. The main content areas focus on Canada from 1914 to the present. The history component focuses on political, cultural and economic issues in Canada, including Canada's role in international affairs such World War I, World War II, and the Cold War, as well as the Quiet Revolution in the Province of Quebec. The Government section of the course develops students' understanding of Canada's three levels of government, the role of the citizen in the political and legal systems, the Constitution and the Charter of Rights and Freedoms.

### **Éducation Physique 10 (Required course for French Immersion students)**

This is a required course for French Immersion students. It is taught entirely in French and parallels the curriculum delivered in Physical and Health Education 10.

### **Éducation au choix de carrière et de vie 10 (Required course for French Immersion students)**

This is a mandatory course for graduation that is taught in French. Students explore their strengths, values, and passions to build self-awareness and develop informed plans for their future education and career pathways. It includes reflection on learning experiences both in school and out of school to support personal career-life interests and goals. The course also emphasizes the importance of healthy living, covering physical health, mental well-being, relationships, the importance of balance and responsible decision-making. In addition, the course introduces key financial literacy concepts such as budgeting, saving, credit, and responsible spending.

**French Immersion students are required to take a minimum of four French Immersion classes over grades 11 and 12, two of which must be Français langue seconde immersion 11 and Français langue seconde immersion 12.**

**Français langue seconde – immersion 11 (Required) - choose ONE of the following options: Langue et culture de la Francophonie 11**

Language and Culture of the French-Speaking World 11 is designed to lead students to reflect on how language and culture influence their personal perceptions and values. Through self-identification as students in a bilingual learning environment, they become aware of how acquiring a new language helps to strengthen their Canadian identity and contributes to their personal and social development. Culture plays an important role in learning, offering students the opportunity to explore and better understand the realities of their own culture and the cultures of the French-speaking world.

**OR**

**Études du cinéma et de la littérature francophones 11**

Students will discover, explore, analyze, and interpret cinematographic and literary works of the French-speaking world from different eras, cultures, styles, and genres. They will acquire knowledge of Francophone culture which will contribute to the development of their bilingual identity. Students will develop their ability to analyze, interpret, and reflect in order to better appreciate cinematographic and literary works from the French-speaking world. They will use their imagination and develop their creativity, writing style, and spoken communication through multiple cinematographic and literary genres.

**Français langue seconde – immersion 12 (Required)**

Students will build their competency and fluency in French, fine tune the linguistic and cultural knowledge acquired during their years in French Immersion, and gain an overview of the various factors that shape their bilingual identity. It offers many opportunities for students to deepen their knowledge of themselves and others in a changing world. Students will explore different types and genres of texts from various sources that reflect Francophone and First People's perspectives. The course will encourage students to use critical and creative thinking to analyze various communication situations and refine their communication skills in diverse contexts in order to achieve their personal and career objectives. Students wishing to write the DELF exam must be enrolled in this course.

**Choose a minimum of 2 additional courses from the list below:**

**Éducation Physique 11**

This elective course is taught entirely in French. This senior PE class offers a wide variety of physical activities off campus such as kayaking, fencing, skating, curling, self-defense and much more!

**Perspectives Mondiales 11**

This elective course is designed to provide students with the opportunity to develop awareness of the world and its complex issues. They will learn to be better global citizens by exploring various topics such as the social, cultural, environmental and economic impact of globalization. Students will use thinking, collaboration, and communication skills to solve problems, address issues, or make decisions.

**Communication Orale 12**

Do you like to speak French but not write grammar compositions? Do you enjoy discussions and debates? Presenting your ideas to others? Shooting short films or creating podcasts? If so, then Communication Orale is the class for you! Designed to encourage students to refine and improve their communication and comprehension through practice and exploration of French-language texts (oral, written and visual) with an emphasis on oral communication. Students will also be developing their active listening skills and sharing their love of the French language with younger learners.

**Histoire du Monde 12**

This elective course focuses on world events in the latter part of the 20<sup>th</sup> century, including the history of the cold war; the end of the Soviet empire; nationalism and ethnic tensions and violence; conflicts in sub-Saharan Africa in the 1990s; and the 21<sup>st</sup> century Middle East. By examining the choices and decisions made in the 20th century, students can evaluate current events and challenges with a deeper awareness of alternatives. Students will learn to assess the reliability of resources, ask questions, and

gather, interpret and analyze ideas. They will learn to make connections between the actions of individuals or groups in the past and their impact on current situations and developments (cause and consequence). They will develop the ability to compare and contrast events, individuals or groups of the past and present; examine different perspectives of the same events and evaluate the validity of each group; make reasoned ethical judgments about controversial actions in the past or present; and determine whether there is an ethical responsibility to respond.

### **Perspectives Mondiales 12**

This is an elective interdisciplinary Social Studies/Economics/Geography/Social Justice course for Grade 12 French Immersion students. It focuses on deepening students' understanding of the connections and interdependencies existing between areas and societies around the world by engaging them in critical inquiries. Through investigations and discussions, students will explore the concept of globalization and the impacts of this phenomenon on our everyday lives. Students will develop a deeper understanding of key concepts such as interconnected economies, relations between societies and sustainability.

### **Étude comparative des religions du monde 12**

This course is the French equivalent to Comparative World Religions 12. We will explore the origins of different religious movements and their growth and decline over time. Using art, architecture and stories, we will compare and contrast different belief systems and traditions, including First Nations spirituality. Connections will be made between religion and philosophy, culture and politics by discussing important historical and current events as well as the accuracy of the representation of religion in media and popular culture.

### **Peuples autochtones de la Colombie-Britannique 12 (This course counts towards the Indigenous Focused Graduation requirement)**

This course is the French equivalent to BC First People's 12. It will focus on the following: Provincial and federal government policies and practices (specifically the Indian Act of 1876) that have affected, and continue to affect, the responses of B.C. First Peoples to colonialism. It examines contemporary challenges facing B.C. First Peoples, including legacies of colonialism. It looks at Canadian History through an indigenous lens and offers students opportunities to hear and ask questions to guest speakers who will present on a wide variety of topics. This course provides an excellent foundation for students entering post-secondary studies as well as the work force allowing them to educate others on what reconciliation might look like in Canada.

## **Applied Design, Skills and Technology**

**Includes the following: Business and Information Technology, Home Economics, and Technology Education (Drafting, Electronics, Woodworking, Automotive).**

### **Entrepreneurship and Marketing 9**

This course introduces students to the fundamental components involved in the business community. Students will understand the role of the marketing mix and how it can appeal to different segments of the population. The class will engage and prepare students who wish to take future courses in this subject area by increasing their understanding of business-related concepts.

### **Information and Communications Technology 9**

This is an introductory course that is open to students in any grade and is designed to broaden their understanding of computers and applications. Students will enhance their ability in Microsoft Word, Excel, and PowerPoint, which are useful to complete various projects throughout high school and beyond. The class will learn how to use Adobe Photoshop to manipulate and enhance photos. Students will strengthen their design and logical thinking skills through creating a video game with components such as movement, score, timer, lives, and creating multiple levels. Programming concepts such as sequences, variables, loops, and conditional statements will be explored. If you enjoy a fun, hands-on environment while developing computer skills for school, work, and life, this is the course for you.

### **Entrepreneurship and Marketing 10**

This course is designed with the intention to have students not only learn entrepreneurial and marketing concepts but also have the opportunity to apply what they learn by bringing their ideas to fruition. The class will enable students to work together and understand how to use contemporary tools and resources compulsory in developing a business venture; additionally, the students will understand the role of social responsibility and its importance within the business community.

## **Marketing & Promotion 11 (Formerly Marketing 12)**

Marketing 11 is an introduction to fundamentals of marketing. In addition to the “four Ps” of marketing (product, price, place and promotion) students will be introduced to how marketers created customer-driven marketing strategies based on their research of the marketing environment and customers. Students will learn applications of marketing terminology and processes of branding and product service management

## **Accounting 11**

This course is an excellent foundation for students who intend to get jobs in the business world, become self-employed or take post-secondary business courses. The course is an introduction to bookkeeping and basic accounting concepts. There is also a component which covers the basic structure of the Canadian Economy and a brief look at personal finances. Students who successfully complete this course will understand the basic accounting cycle, simple financial statements and how the economy works.

## **Business Communications 11 (Formerly Keyboarding 11)**

Business and Communications 11 introduces students to the basic principles of digital communications through computer software (Microsoft Office). Topics such as verbal and non-verbal communication, written communications, workplace ethics, time management and goal setting will be covered. In addition, students will learn about career and personal planning, resumes, job applications, presentations, creating and using the different types of electronic communication and will increase their keyboarding proficiency.

## **Film & Television 11**

This hands-on course in filmmaking focuses on planning, producing, and recording moving images individually and collaboratively. Students will learn through experience, trial and error, feedback and correction, and questions and answers as they explore moving-image elements, principles of filmmaking, vocabulary, and industry terms. Students will be encouraged to take creative risks in expressing ideas, meaning, and emotions. No prerequisite course or knowledge is needed.

## **Media Design 11/12**

This course serves as a great foundation for various mediums of digital and graphic design! Coursework will revolve around three areas: Digital Audio/Video, Graphic Design, and Web Development through the Adobe Suite and **Canva**. Students will also gain experience working with **school social media platforms**, learning how to create engaging content and manage posts effectively. There will be a combination of individual and group work! By the end of the course, you will have built your own website to showcase your work.

## **Computer Programming 11**

This course is an introduction to computer science and is designed to prepare students for post-secondary computer science classes. The language used in this course is Python. It covers various programming concepts such as variables, input/output, conditional control structures, loops, and functions through the creation of small programs. Writing simple programs helps students develop problem-solving skills and improve their logical thinking abilities. Computer Programming 11 is an ideal course for students interested in pursuing a career in computer science, engineering, general sciences, or business since computer programming is a crucial aspect of these fields.

## **Economics 12**

Economics 12 introduces students to the basic principles of economics. In this course students study the economic factors affecting domestic markets and analyze the decision-making processes of individual consumers, businesses, and governments. The course covers mostly Microeconomics and some Macroeconomics curriculum as presented in first-year post-secondary courses (scarcity, incentives, demand/supply, profit-maximization, trade, government policies, etc.). It is recommended for students interested in post-secondary study in Economics, Commerce, Business Administration, Business Management or Political Science, as it introduces students to the curriculum taught in greater detail within these faculties.

## **Film & Television 12**

Film & Television 12 aims to expand on previous film-making knowledge by applying moving-image elements, conventions, and skills in an area of personal specialization. Advanced concepts will be explored through pre-production, production, and post-production strategies, techniques, and technologies, including in-depth screenwriting, advanced filming techniques, Premiere Pro editing, advanced visual effects and even studying feature films of cinematic significance. Film & Television 11 is recommended as a prerequisite for this course.

## **Computer Programming 12**

This course builds on the skills and knowledge acquired in Programming 11. Students will learn more complex programming challenges, setting them up to focus on a particular language. This course will also cover advanced topics such as game design, UI and emerging trends. Completion of Programming 11 is recommended as a prerequisite for this course.

## **Entrepreneurship 12**

This course has been designed with the purpose for students to have a global perspective on the ever-fluid business world and then to ‘globalize’ what they learn by applying their knowledge and skills to the local business community. Students will learn how capital is created while being cognizant of the potential risks, challenges, and issues associated with developing a business idea.

## **Accounting 12**

Builds on concepts learned in Accounting 11. Students will be introduced to further accounting procedures as well as how accountants use financial statements for financial analysis. The course also included a component on investing and how the stock market works. This course is ideal for students seeking employment in accounting or pursuing a business program at the post-secondary level.

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# **Home Economics**

## **Food Studies 9**

Learn basic culinary skills and techniques to create food that looks and tastes great. Discover how good nutrition plays a key role in a healthy lifestyle and develop an understanding of the food system. Develop life skills to share with family and friends. Students prepare a wide variety of foods including sweet and savoury baked goods, breakfasts, soups, salads, and main course entrees.

## **Textiles 9**

Build your sewing skills, practicing basic sewing machine and serger techniques. Projects range from accessories to garments to upcycling. These projects could include tote bags, pajama pants or shorts, and designing your own hoodie or pullover. Projects/ patterns will be selected according to the experience and desire of the students. Students will also explore fabric construction and garment care in order to become more responsible and knowledgeable consumers.

## **Food Studies 11**

Expand your repertoire of culinary skills and get an opportunity to earn a provincial FOODSAFE Level One Certificate, valuable assets in today’s job market! Discover the many multicultural flavours of the world by studying cuisines of the world, through breads, pot cooking, rice dishes, soups and more. Students will plan, prepare, and enjoy a variety of international foods. This course will benefit anyone who loves food or is interested in the food, tourism, or hospitality industry.

## **Textiles 11**

Enhance machine skills and develop an understanding of a variety of techniques and skills, including seam and seam finishes, darts, hems, and closures (zippers, buttonholes). Students will use design thinking to enhance and create unique textile items. Projects/ patterns will be selected according to the experience and desire of students. Explore a textiles-related inquiry project. This is a great course for those who want to learn to create personalized garments and other textile items.

## **Interpersonal and Family Relationships 11 (Family Studies)**

Explore healthy interpersonal relationships in our global society. Learn about yourself and your relationships with others. Students will explore the stages of human growth and development and how they affect you, the individual, as well as society as a whole. This course is all about the roles, rights and responsibilities of adolescence, as well as your relationships with others (including your family), focusing on communication, skills in conflict resolution, intimacy, and love. An excellent course for those interested in careers in social or in human services.

## **Food Studies 12**

Enhance your culinary skills and use professional techniques to prepare a variety of foods from around the world, including Indigenous food, pastries, noodles, dumplings and rolls and cakes. Learn how to improvise, balance flavours, and create your own recipes. Learn how to apply key concepts of healthy eating and become prepared for life away from home.

**Fashion Industry 12**

This course includes topics related to fashion and human behavior, elements and principles of design, trends through history, fashion marketing and merchandising. Many topics will be discussed through the lens of sustainability and ethics of fashion. This class will include a variety of hands-on design opportunities, fashion illustrations, discussions, and more. Students will work towards a portfolio that may be used for post secondary or job applications.

**Textiles 12**

This advanced course continues to build on sewing construction experiences, allowing students the opportunity to further explore design while refining earlier skills. Projects will be selected based on interest, experience, and ability in consultation with instructor. Understanding of fit, specialty fabrics and application of design principles will be important concepts of every project. Students will explore a textile-related inquiry project. This course is highly recommended for students interested in college or university fashion programs.

**Child Development and Caregiving 12 (Family Studies)**

If you are interested in a career with children, this is the course for you! Child Development and Caregiving 12 is designed for students who want to learn about the physical, emotional, cognitive, and social development of children. Some topics of study include child development theories, pregnancy and birth, and the development of young children. Some activities within the course include interacting with elementary school children, an inquiry project related to child development, and a RealCare baby simulation!

**Housing and Living Environments 12 (Family Studies)**

Planning to live on your own? Interested in housing and design? This course is for you! This course will look at when someone should rent or buy, the rights and responsibilities of renters and homeowners, and how housing needs can change over a person's life. Students will examine trends in housing, housing changes over the past centuries and how to use design to enhance and maximize a living space.

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## **Technology Education**

In several of these courses' students will have the opportunity to create optional projects beyond the required curriculum. A fee will be charged for materials should students choose to complete these optional projects.

**Drafting 9**

This course introduces various design, modeling, and drafting processes. Throughout the course, students will be introduced to techniques and themes of hand drafting, 2D and 3D CAD modeling, architecture, and interior design. The use of technologies such as 3D printers, a laser cutter, and model building are incorporated into the course. Students will acquire skills that can be used in many real-world applications.

**General Trades Foundations 9**

This course is an introduction to building trades and techniques and using those techniques to create projects to compete against each other. Students will use power tools to create competition projects as well as learn the basics of house framing and electrical wiring. Some projects may include PVC bow making, magnetic levitation racers, ping pong ball launchers and electronic masks.

**Electronics and Robotics 9**

This is an introductory course where students will learn about different electronic components and the many circuits in which they are found. Students will have the opportunity to produce various projects starting with computer design and progressing through all construction stages to the finished project contained and mounted in an enclosure. Some theory work will also be done covering such topics as circuit analysis, Ohm's Law and how to trouble shoot faulty circuits. Optional projects are available.

**Woodworking 9**

Students will build a number of projects starting with simple hand tool projects and progressing to projects built mainly using power tools. Throughout this course, students will learn correct and safe use of both hand and power tools, and basic principles of design to create multiple woodworking projects.

## Woodwork 11

This course focuses on developing efficient, practical skills in both hand-tool techniques and machine tool operations. Students will begin with foundational projects designed to build accuracy, including creating tight-fitting wood joints and maintaining square, precise components. As the course progresses, students will learn specialized skills, and how to use jigs, and setups that support the creation of high-quality projects for personal use. When appropriate, students will also explore mass-production methods to understand how workflow, consistency, and efficiency apply in real-world settings. A selection of optional projects will be available to allow students to tailor their learning to their interests.

## Drafting 11

This course is for new and returning drafting students. It builds on foundational drafting skills by introducing more advanced design, modeling, and technical drawing processes. Students will deepen their understanding of hand drafting, 2D and 3D CAD modeling, architectural design, and interior layout planning. Students will use programs such as AutoCAD and Fusion to work with industry relevant technologies, including 3D printers, laser cutting, and architectural model construction to bring their concepts to life. Emphasis is placed on accuracy, design thinking, and creating projects that meet real-world standards and applications.

## Electronics 11

This is a course for students who have or have not had any electronics experience. This course will run according to student interest and background in electronics. An opportunity for project construction will also occur in this course. In addition, enhanced instruction such as using digital multi-meters, oscilloscopes and function generators will be included. An introduction to digital electronics will be included for students who have mastered electronics basics. Optional Projects are available.

## Automotive Technology 11 (Open to students in grades 11 & 12 only)

This course is designed to provide a basic education in areas related to the automotive industry. Students in grades 11 and 12 are permitted as much latitude as possible to develop their skills from a general interest or a career point of view. This course is a combination of related theory and practical experience. Emphasis is on the general concepts and theories as well as correct use of tools and equipment used in the maintenance and repair of automobiles. **OFF CAMPUS at Centennial**.

## Woodwork 12

This course builds on the skills learned in previous woodworking courses, focusing on advanced techniques, precision, and greater independence. Students will refine complex joinery, use specialized jigs and machines, and develop high-quality custom projects from planning to completion. When applicable, the course also explores advanced production methods and workflow efficiency. A variety of optional and self-directed projects allow students to tailor the course to their interests.

## Drafting 12

This course expands on skills learned from drafting courses, focusing on advanced design, modeling, and technical drawing. Students will take on more complex architectural, mechanical, and interior design projects using professional software such as AutoCAD and Fusion. Industry technologies—including 3D printing, laser cutting, and precision model building—support the creation of high-quality, portfolio-ready work. The course emphasizes accuracy, design analysis, and independent project development aligned with real-world standards.

## Foundations in Trades 11 (formally Skills Exploration 11A)

Students may take this course in Grade 10, 11 or 12. Students learn trades and technology skills and earn credit towards secondary school graduation. This course allows students to explore trades or technology careers. Trades covered include Electrical, Plumbing, and Carpentry and may also include one or more of Joinery, Drafting, Painting, Welding and Steel-stud and T-Bar ceiling (lathing). This course is an excellent introduction to the apprenticeship training program and offered in conjunction with the Ministry of Education and the Industry Training Authority (ITA). The ITA awards provincial credentials (Certificates of Qualification and Red Seal Designation). There are no prerequisites for this course.

## Automotive Technology 12

This course is designed for the student who wishes to pursue a career in the automotive service industry and will follow the Post-Secondary curriculum prescribed for level one apprentices within the mechanical repair trades. Theory is studied in-depth and practical competency is required. **OFF CAMPUS at Centennial**.

Prerequisite: Automotive Technology 11

### **Electronics 12**

This is an advanced course for students who have had past electronics courses. Students will have an opportunity to complete more involved project work as well as learn about topics such as digital electronics, rectification, AC theory, motors and electrical building standards. Optional Projects are available.

## **Electrician Apprenticeship Training Program Train in Trades**

Visit the Career and Trades Program Website for more information:  
[www.43Careers.com](http://www.43Careers.com)

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## **Arts Education**

### **Drama**

#### **Drama 9**

Drama 9 is an introductory course designed to build foundational skills in the dramatic arts within a collaborative and supportive environment. Students will develop presence, confidence and creativity through activities that emphasize performance, script development, and scene analysis. The course fosters essential communication skills through creative exploration and problem-solving. Students will strengthen Critical and Creative Thinking by learning strategies to interpret texts, innovate in performance, and adapt to challenges. Collaborative projects and ensemble work promote Personal and Social Responsibility, cultivating empathy, respect, and positive contributions to a learning community. Engaging in dramatic processes and reflecting on their experiences, students will deepen their appreciation for the performing arts and enhance their capacity to connect ideas, emotions, and perspectives.

#### **Drama 10**

Drama 10 is a course designed to help students feel confident and express themselves on stage! This course explores strategies to use voice and body to bring communication skills to life. We'll work together on fun, hands-on projects that include scene study, improvisation, drama games, group activities, and performances. Students learn to work as a team, listening actively, and supporting each other so that everyone shines. Through script work, movement, character and voice exercises, students strengthen Critical and Creative Thinking by finding new ways to interpret stories and solve performance challenges. The class regularly practices Communication skills by sharing ideas clearly and collaborating in an ensemble. And by working in an ensemble, you'll build Personal and Social Responsibility—respecting others, showing empathy, and contributing positively to our learning community.

Prerequisite: Drama 9 or Instructor Permission

#### **Drama 11**

Drama 11 focuses on building skills in script analysis, monologue development, scene work, and play production. Students explore the role of actors as storytellers and their impact on culture and society. Through collaborative projects, learners apply acting techniques, express creativity, and gain confidence in performance. The course supports Communication through ensemble collaboration and constructive feedback, Critical Thinking through creative problem-solving and reflection. Students learn Personal & Social Responsibility by creating a safe learning environment that promotes inclusiveness and artistic risk-taking. Opportunities to participate in extra-curricular productions extend learning beyond the classroom.

Prerequisite: Drama 10 or Instructor Permission.

#### **Theatre Production 11 (Stagecraft)**

This is an introductory course in backstage theatre, including theatre background, design, set construction, costuming, scene painting, properties, sound and lighting. Students will create the world's we present in our theatre. Stagecraft requires students to use both manual and power tools and perform physical activities, such as moving heavy flats, risers and set pieces. Appropriate clothing for construction and painting is needed. This is a linear course, and students will be expected to be involved in the fall and spring productions in November and early May as well as other school functions throughout the year.

## **Directing and Script Development 12**

This course will focus on developing directing, producing and scriptwriting skills, with the goal of mounting small productions. Students will be involved in the casting, direction and production of original works, possibly written by themselves or other students. Daily participation, leadership and mentoring of junior classes is the expectation. Specific levels of responsibility will be assigned to students based on confidence levels achieved through ensemble building. Students will be expected to write short one act plays as well as direct a variety of in-class productions. Prerequisite: Drama 11 or Instructor Permission.

## **Drama 12**

Step into the spotlight and take critical and creative thinking to the next level! This course strengthens communication skills through expressive performance and collaborative ensemble work. Students will explore script analysis, character development, staging, and live production in a supportive environment fostering personal and social responsibility. Drama 12 is about more than acting — it's about building confidence, presence, and adaptability using proven, powerful transformational strategies rooted in this timeless art form. The highlight of the semester is performing one-act plays for live audiences at the district play festival in late November—an unforgettable chance to shine and share the craft with the local school community, friends and family.

Prerequisite: Drama 11 or Instructor Permission.

## **Theatre Production 12 (Stagecraft)**

This advanced course in backstage theatre will continue to build on the skills and knowledge introduced in Theatre Production 11, and will also include in-depth work on sound, lighting, costumes, and stage management. Advanced students in this course will have the opportunity to act as stage managers and assistant producers for the various productions mounted during the school year as well as provide leadership to junior crew members during production runs. Prerequisite: Theatre Production 11.

# **Music**

## **Concert Band 9**

This is the first in a series of band courses. Students taking band will develop sight-reading, performance and ensemble skills. Through a varied repertoire, students will develop skills in musicianship. The course also covers theory and performance technique as it relates to the music being studied. This is a performance-based course, so attendance is required at all rehearsals and scheduled performances.

## **Guitar 9**

This course is designed for grade 9 students with little or no previous experience on guitar. It is a non-performance, one-semester course designed to teach students basic reading and playing skills. In addition to learning many songs, students will learn strumming, picking and classical techniques. The school will supply the guitars and music.

## **Concert Band 10**

Band 10 is the second in a continuing series of band courses offered. Repertoire is varied as in Band 9; however, the level of performance is more difficult and students are expected to have more proficiency on their instrument. This course will also cover theory and instrumental technique as it relates to the music being studied. This is a performance-based course and all students are required to attend all rehearsals and scheduled performances.

## **Concert Band 11/12**

Band 11 and 12 are the final two sections in the continuous music program. Students enrolled in Band 11 and 12 should be interested in further developing their skills and enjoying the challenge of more difficult and musically demanding pieces. These courses cover music theory and instrumental technique. Opportunities to show growth as a music student will be part of the assessment. This is a performance-based course and all students are required to attend all rehearsals and scheduled performances.

## **Jazz Band 9/10/11/12**

Jazz Band is for students who already play an instrument and are especially interested in performing Jazz and popular music. Students enrolled in Jazz Band must also be enrolled in Concert Band. Students in this course learn the basics of improvising, blues and simple chord progressions. Jazz Band is an extension of the regular Band class as some of the instrumental skills needed to succeed in the course are only taught in regular band class. This is a performance-based course and all students are required to attend all rehearsals and scheduled performances.

## **Concert Choir 9/10/11/12**

Choir is open to anyone who enjoys singing. No previous experience is necessary. Repertoire includes contemporary and pop music as well as classics. Students learn the basics of vocal production, breathing, music reading and part-singing. This is a performance-based course and students are required to attend all rehearsals and performances.

## **Vocal Jazz 9/10/11/12**

Students enrolling in Vocal Jazz must also be enrolled in the Concert Choir course. Vocal jazz courses are an extension of the Concert Choir Program and feature the opportunity for students to sing in the Jazz and popular styles. Some rhythm section players will be needed, and Band students who play drums, bass or piano are welcome to audition for Vocal Jazz ensembles.

## **Guitar 11/12**

These courses are designed for grade 10/11/12 students with little, none or some previous experience on guitar. It is a non-performance, one-semester course designed to teach students basic reading and playing skills. In addition to learning many songs, students will learn strumming, picking and classical techniques. The school will supply the guitars and music.

# **Student Visual Arts**

## **Visual Arts 9**

Art Studio 9 is an introductory course. Students will be introduced to a variety of media including, but not limited to, drawing, painting, printmaking, sculpture, mixed media and ceramics. They will be expected to begin *reflecting* on how their artwork relates to their personal experiences and how they will express themselves.

## **Ceramics 9**

This is an introductory course that explores 3-D art. The focus is on clay hand building techniques (coil building, pinch pot and clay slab) and finishing techniques such as glazing, under-glazing, slip trailing and staining. Students will make functional ware (Mugs, bowls and so on) as well as non-functional ware.

## **Graphics 9**

This course introduces students to the basic principles of graphic design. Students will apply those skills to a variety of graphic processes including: hand and computer-generated graphics, laser-cut printing blocks, silk-screening and more. Students should be interested in developing new and imaginative ways to express ideas in graphic media, both digital and traditional.

## **Art Studio 11 (formerly Art Foundations 11)**

This is both an introductory course for students with no prior experience making art at the secondary level and a course for students continuing their journey through the secondary Art Program. Students will explore a variety of media including, but not limited to, drawing, painting, printmaking, sculpture, and mixed media. Students will learn to ask questions of art and the art process and how it *impacts* the world at large, and to *reflect* how their artwork relates to their personal experiences and how they will express themselves. Students will work to understand how Visual Art functions as *communication*, and learn to *think* clearly about how they create art and what its function and purpose is. Students will begin to understand how visual art refers to them *personally* and how it reflects and refers to the world *socially*.

## **Animation 11**

This course is an introduction to the art of animation in traditional and digital forms. Through the creation of several animated works, students will develop creative, technical and critical skills in planning, designing, producing and editing animated art. Review and discussion of historic and contemporary works will provide students with a broad understanding of the technical and creative possibilities of animation. Students will complete this course with a general understanding of the field of animation, and a portfolio of short videos demonstrating their understanding and accomplishments.

## **Studio Arts 2-D 11 (formerly Drawing & Painting 11)**

This course will allow students the opportunity to explore two-dimensional art with more of a focus on the development of personal imagery and formal composition. A variety of drawing techniques and media will be explored. Drawing and painting skills will be the focus. Colour media such as pastel, watercolour and acrylic paint will be introduced. In addition, students will have the opportunity to look at several movements of art through history. There is no prerequisite for this course, although Art Studio 9 would be a beneficial foundation.

## **Studio Arts 3-D 11 (formerly Ceramics & Sculpture 11)**

This course provides students the opportunity to express themselves in 3-D media, learn new techniques, and gain an appreciation of the personal, cultural, historical and social contexts within which art is created. This course will appeal to experienced art students and beginners alike, and will cover clay hand-building techniques, basic pottery wheel work and different ways to give finishes.

Students will also explore making a sculptural piece. Other three-dimensional methods such as wire and plaster may also be explored.

## **Graphic Arts 11 (Printmaking)**

Students will be introduced to the graphic arts through the traditional and contemporary media of wood block printing, dry point etching, stencil and screen printing. The idea that “the artist is the subject” will frame students’ exploration of their place as artists in cultures and guide their creative exploration and growth. Students will design and edit their work using traditional hand-held media and digital tools, and print using technologies ranging from wood block to engraving presses, & from silkscreen to wide format ink jet.

## **Photography 11**

The course is an introduction to photography organized around three areas of technical competence: camera control, darkroom processes, and digital editing & manipulation. Students will create, edit and print photographs using a wide range of traditional and digital materials, processes and technologies. Reflection, constructive criticism, communication skills and personal research will be used to develop creative control and support the growth of technical skills. The final assignment will be a student-driven exploration of an area of interest and growth. Assessment will be based on progress interviews, assignments and a final portfolio review.

## **Grade 11 Graphic Production (NEW Version)**

This course focuses on the creative and technical processes involved in producing the school yearbook. Throughout the year, students will learn layout design using Adobe InDesign, photo editing and manipulation in Photoshop, and the fundamentals of digital photography. By engaging in these practices, students will contribute meaningfully to creating a yearbook that reflects our school community with care and creativity.

## **Graphic Production 12 (NEW Version)**

This course is a progression of Graphic Production 11, focusing on the creative and technical processes involved in producing the school yearbook. Students will develop skills in project planning, visual design, and collaborative production while working with industry-standard tools in the Adobe Creative Suite. The course includes instruction in layout design using Adobe InDesign, photo editing and manipulation in Photoshop, and foundational techniques in digital photography. By the end of the course, students will contribute to the creation of a professional-quality yearbook that reflects the school community.

***PLEASE NOTE: Students wanting to enroll in art courses at the grade 12 level need to consider that success in these courses is highly dependent on having the skills and understanding of content taught in grade 11 level courses. Students with outside equivalent community experience may speak to the teacher for permission to enroll in a 12-level course without having completed the 11-level course in advance. Acceptance will depend on whether the student demonstrates adequate skills to enter a 12-level course.***

## **Animation 12**

Animation 12 is a progression from Animation 11 and is driven in part by the student’s creative interests and direction. The program further develops technical and creative skills in the area of drawing, design, character animation, and storytelling established in Animation 11. Critical viewing of animated films will provide students with insight into technical, creative and cultural influences, and how they shape animated works. The second half of the semester will be devoted to the planning and creation of an animated short film for student portfolios. Students will complete this course with an understanding of animation genres and technologies related to their individual creative or career interests.

## **Art Studio 12 (formerly Art Foundations 12)**

Intended for students who wish to continue their exploration of art using a variety of media at an advanced level, the course reviews and expands the content from Art Studio 11 and provides students with the opportunity to prepare portfolios for post-secondary fine art courses. Students will begin to understand the importance of artists' *intention*. They will learn how art informs their *culture* and *personal identity*. Students will begin to refine their *artistic expression* and learn to make purposeful *artistic choices*. Finally, students will begin to understand how their *aesthetic experiences* inform their worldview.

## **Studio Arts 2-D 12 (formerly Drawing & Painting 12)**

This course builds on the foundation developed in Drawing & Painting 11 and allows students to work on a variety of independent 2D projects in the atmosphere of an artist's studio. The emphasis will be on becoming an affective visual communicator expressing ideas and beliefs working with elements and principles of design. Students will further explore different painting and drawing media. This course would be good for students who need to prepare an art portfolio for application to a post-secondary art program.

## **Studio Arts 3-D 12 (formerly Sculpture 12 – Ceramics)**

This course provides students with the opportunity to further their exploration in ceramics and sculpture. Students will be encouraged and challenged to develop a series of work reflecting their strengths and interests to enrich their experience in the course. The focus will be on mastering hand building techniques and risk-taking. They will also get an opportunity to work on pottery wheels creating cups, bowls and plates.

## **Graphic Arts 12 (Printmaking)**

This course is a more focused exploration of Graphic Design, organized around printmaking technologies. It explores "Brand" as an organizing principle for visual communication. Critical assessment of current and past graphic brand works will provide a framework for students' own brand designs. Students will demonstrate technical and creative competence in the design, development and printing of wood blocks, engravings, stencils, and photo silk screens designed to communicate and support their brand messages.

Graphic arts 11 is recommended, but not a prerequisite for this course.

## **Directed Studies (IDS Visual Arts)**

Students who complete a grade 12 level art program can further their creative development in IDS. This self-directed art course allows students to create their own projects and timelines over a semester. Finished projects are then compiled into a portfolio. IDS students are typically assigned to an existing art block. Application to post-secondary schools based on the student's portfolio is the final component in IDS. All prospective IDS students need a teacher sponsor in their curricular area of study.

## **Photography 12**

Photo 12 provides an in-depth study of digital SLR photography and builds upon skills and concepts learned in Photo 11. Industry standard equipment, photographic software and hardware support students' work. Practical applications of design theory and practices in Photo 12 will be carried out through self-directed projects. This will result in a final portfolio highlighting each student's photographic passion and strength.

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# **Career Education**

## **Career Life Education 10 (Required for graduation)**

During Career Life Education 10, students will focus on career and post-secondary transitions. This will include students developing an understanding of career possibilities through the recognition of local and global influences on labour markets, as well as incorporating entrepreneurial and innovative thinking to solve workplace and community challenges. Students will also be introduced to the Career Life Connections Capstone project during Career Life 10.

## **Career-Life Connections (CLC) 12 (Required for graduation)**

Career-Life Connections is a continuation of Career-Life Education. It is a required course for graduation. Students will continue to reflect on where their personal interests and strengths overlap with emerging career-life opportunities in the world. These three qualities overlap, offering possible career-life directions that are both personally meaningful and viable. The Capstone (also required for graduation) is the major assignment of CLC 12. It is a rigorous learning opportunity for students to reflect and share in meaningful personal ways. The purpose of the Capstone is for students to demonstrate the knowledge, competencies, and passion(s) that they can offer the world, as they integrate personal interests and strengths with preferred future possibilities. It

is a representation of the student's learning and provides an opportunity to reflect and synthesize as well as showcase and celebrate.

## **Work Experience 12**

WEX12A provides students with an opportunity to apply classroom learning in a context outside school. The first six weeks of the course are delivered in the classroom and cover job search skills, networking, work safety, and employment standards. The remaining part of the semester takes place at paid or unpaid workplace sites in the community. Students collaborate with the teacher to secure a placement. Work experience helps prepare students for the transition from secondary school to the world of work. The course also provides students with the chance to gain new skills that can be used to build their resume and to compete for future work opportunities. Students take WEX12A to explore careers, post-secondary options, or to learn about the responsibilities and expectations of a workplace. This course is best suited for students in their graduation year.

**More information on Work experience in SD43 can be found at:**

<http://www.sd43.bc.ca/CareerPrograms/Pages/WorkExperience.aspx%23/%3D>

# **English Language Arts**

## **English 9**

Through the integration of reading, writing, oral communication and viewing, English 9 students will further the skills learned in Grade 8 and refine their appreciation of literature. The skills developed will include writing, editing, reading, critical thinking, speaking and studying. There will be a focus on written work, including sentence structure, paragraph writing and essay writing. In addition, students will begin to learn the vocabulary of literary analysis to enable them to discuss literature more precisely. Assignments will require that students write in a variety of formats for a variety of audiences and purposes.

## **English 10: Composition and Focused Literary Studies**

English 10 continues to build on the skills learned in English 9. Our grade ten course is a combination of Composition 10 (2 credits) and Focused Literary Studies 10 (2 credits). Students will be required to read, in depth, a variety of literary selections and analyze and work with them in a variety of ways. The skills focused on will include writing, editing, reading, critical thinking and study skills. There is a strong emphasis on written work in Composition, and on literary analysis in Focused Literary Studies. Students will be expected to develop a sense of writing style and an ability to structure works in different genres for different purposes. The vocabulary learned in Grade 9 will be expanded to enrich the students' understanding and appreciation of literature.

## **English 11 – Choose one:**

### **Creative Writing 11**

You know who you are—you're the sci-fi fan who loves world-building; you're the poet who keeps journals and binders of deep thoughts in bits and fragments; you're the novelist 'wannabe' seeking to learn the difference between planning a long short story and a book-length work. Creative Writing 11 is a course that helps students express their unique voices through fiction, non-fiction, memoir, and poetry. Students will develop a portfolio of original work in a variety of genres AND work in depth in a favourite genre of their own.

**OR**

### **New Media 11 (Current Issues and Modern Media)**

Is our world an illusion? Who is in control? How will technology change us? How do we build a better world? This academic course is designed for students who have serious questions about the world we live in. Current Issues and Modern Media examines human nature and modern themes through a creative and critical lens by drawing upon classical text and twenty first century culture to challenge students to understand the current state of the world and the societies we are creating. It also provides opportunity for and encourages students to find individual expression and voice by refining composition skills and exploring modern media. Assessment will be a balance of traditional English assignments and the creation of a portfolio of personal expression that may include visual art, video, podcasts, blogs, creative writing or performance art.

**OR**

## **English First Peoples 11 (This course counts towards the Indigenous Focused Graduation requirement)**

EFP 11 is the academic equivalent of English 11 and offers students the opportunity to actively engage with Reconciliation through the curriculum. The course invites students of all backgrounds to deepen their Indigenous knowledge through the exploration of values, beliefs, and lived realities of First Peoples in BC, Canada, and abroad. Literature includes a variety of texts: oral, written, musical, artistic, and digital. The course is rooted in the First Peoples Principles of Learning developed here in BC by the First Nations Education Steering Committee (FNESC) and implemented by the BC Ministry of Education. It may also be taken as an elective, in addition to English 11, out of interest or for pleasure. More information about this course is available at: <https://curriculum.gov.bc.ca/curriculum/english-language-arts>. EFP11 combines Literary Studies + Writing 11

## **English 12**

### **English Studies 12 (This course is required for graduation)**

This literature-based course is designed to provide each student with the opportunity to develop intensive critical skills. The course stresses critical analysis of a variety of forms of literature and communication, including short stories, poetry, essays, novels, drama and films. Students are expected to become competent communicators and judges of form and content in these literary genres. The course also endeavors to prepare students for post-secondary writing courses. This course is a required course for all Canadian universities.

### **Creative Writing 12 (Elective course)**

Ever wonder what it's like to write something that's not meant to be read by an English teacher? Students do not need to have taken Creative Writing 11. All are welcome. Writing 12 explores the professional world of writing. Learn how to plan and craft magazine articles, poetry, novels, short stories, children's picture books, chapter books, TV scripts and other compositions, and then learn how to sell them. This course is meant for grade 11 and 12 students who love to put pen to paper. A professional portfolio will be kept as part of the course requirement.

## **ENGLISH LEARNING LANGUAGE COURSE**

English Learning Language (ELL) courses are provided to students new to Canada and whose first language is not English. The aim of this program is to support students as they strengthen their fluency in the English language. Students are assessed each year and move through a progression of courses (direct support) until they are ready to be integrated into regular classes. Supplemental service (indirect support) is also provided to English Language Learners (ELLs) in collaboration with teachers across the curriculum.

### **ELL Beginner 9/10/11/12 (Non-Credit)**

This course is for students who are new to English or who are experiencing difficulty with any aspect of English (listening, speaking, reading, and writing). ELL Level 1

### **English Language Development 10 (Credit)**

The focus of this course is to help ELL students develop the four main English language skills: reading, writing, listening, and speaking. Students will also build skills in the viewing and representation of materials. The course reinforces strategies needed to read, write and extract information successfully in English, and addresses specific needs of students regarding language and culture. Throughout the course, students will participate in authentic, real-life situations. They will have the opportunity to demonstrate growth in English language proficiency through a variety of oral, visual, and written forms. They will also identify and compare their own customs to Canadian culture. ELL Level 2.

### **Introduction to Academic English 10 (Credit)**

Students in this course will develop their understanding of academic language and build the English language skills needed to be more successful in the content areas of English and Social Studies. The course builds students' writing, speaking, listening, and reading competencies, introducing them to a variety of text genres, registers, structures, and styles. The goal is to help students build their skill at creating original pieces in English. Included in this course are elements of Canadian culture, geography, and history (cultural identity and First Peoples' culture). ELL Level 3

### **Academic Strategies for Language Learners 10 (Credit)**

In this course, students will continue to develop academic language and extend the English language skills needed to be more successful in the content areas of English, Socials and other academic areas. The course continues to offer students strategies to build their writing, speaking and listening competencies. Students will continue their examination of a variety of

text genres, registers, structures, and styles to improve their ability to create original pieces. Included in this course is the continuation of the study of elements that make up Canadian culture, geography, and history (cultural identity and First Peoples' culture). ELL Level 3+/4.

**English Language Development 11 (Credit)**

This course is designed for students who have successfully completed Academic Strategies 10 and have a first language other than English. It is designed to extend the students' exploration of the English language skills of reading, listening, speaking, and viewing, with a particular emphasis on intercultural competency, academic vocabulary, genre, and written expression. ELL Level 4.

## **Independent Directed Studies**

**Social Responsibility – Inquiry and Action (Butterfly Effect)**

This is an independent study course where students investigate topics and actions of their own personal interest and collaborate online with students in other parts of Canada, the USA and Kenya. The emphasis of the social responsibility will be to provide education and learning opportunities to students in these countries. The two main course goals are as follows:

1. Students move beyond the school curriculum to discover and research areas of their own passion. Check out [pa-mojabutterfly.com](http://pa-mojabutterfly.com) for example projects and ideas.
2. Students expand their understanding of social responsibility from their own projects and through collaborative actions performed by the class as well as classroom discussions and activities.

The skills and attitudes learned in this course, such as research, critical thinking and perseverance are extremely valuable for anyone considering post-secondary learning. Students will receive 4 credits for this independent study course, which will run outside the timetable and is a full year, linear course.

## **Mathematics**

### **Junior Math**

**Mathematics 9**

This course is designed to consolidate and extend topics introduced in the middle school years. Topics include operations with rational numbers, square roots, polynomials and algebra, linear relations, and statistics. At the end of this course, students will be prepared for **Foundations of Mathematics and Pre-Calculus 10** or **Workplace Mathematics 10**.

**Workplace Mathematics 10**

This course is designed to help students develop skills in the following categories: proportional comparisons, understanding operations and using formulae, modeling relationships with math, relationships involving angles, and analyzing data. This course is best for students who struggled with the Math 9 course.

**Foundations of Mathematics and Pre-Calculus 10**

This is the main Math 10 course. Students will be developing three different Mathematical skills: Reasoning and Analyzing, Understanding and Solving, and Communicating and Representing. They will be regularly asked to apply mathematical concepts to "real-life" situations. Student evaluation will be based on their algebraic processes, conceptual understanding and application and problem-solving skills. At the end of this course, students will be prepared for Foundations of Mathematics 11 or Pre-Calculus 11.

### **Senior Math**

**\*\*PLEASE READ THE QUESTIONS AND ANSWERS LOCATED ON PAGE 21 AND READ 'MATH PATHWAYS' ON PAGE 22 BEFORE ENROLLING IN YOUR SENIOR MATH COURSE**

**Workplace Mathematics 11**

This course is designed for students who have successfully completed a math 10 course. Students will learn a variety of methods to solve real-life, practical, technical and theoretical problems. Topics include: problem-solving, finance, data analysis and interpretation and measurement. This course is best suited for students that found Foundations and Pre-Calculus 10 quite difficult,

or who have completed Workplace 10. NOTE: This course does not meet all Post-Secondary entry requirements.

## **Foundations of Mathematics 11**

This course is designed for students who have successfully completed Foundations and Pre-Calculus 10. It is designed for students considering post-secondary studies in programs that do **not** require the study of theoretical calculus. This includes the Social Sciences, Humanities, Fine Arts, and some Trades and Technical programs. Students will be learning new algebraic processes and how they are related to real-life situations. Student evaluation will be based on 3 main categories: their algebraic processes, conceptual understanding and applications to real-life situations. It is recommended that students have a **graphing calculator** for this course (such as the **TI-83** or **TI-84**).

## **Pre-Calculus 11**

This course is designed for students who have successfully completed Foundations and Pre-Calculus 10. The course is designed for students considering post-secondary studies that include Sciences, Engineering and some Business Applications. Each unit requires the students to develop new algebraic processes, as well as the application of these ideas to real-life situations. Student evaluation will be based on 3 main categories: algebraic processes, conceptual understanding and applications. This course is quite rigorous and is challenging for many students. **Please read the notes below about course selection.**

## **Foundations of Mathematics 12**

This course is designed to provide students with mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do **not** require the study of theoretical calculus. This is generally most University degrees, except most Sciences, Engineering and some Commerce degrees. (Please check your University's webpage for their specific prerequisites. Topics include finance, logic, set theory, statistics, combinatorics, relations and functions and geometry.

## **Pre-Calculus 12**

This course 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 will be evaluated on their problem-solving skills, applications of the mathematical ideas, number theory and mathematical explanations, as well as new algebraic concepts and ideas. It is recommended that a student has achieved a C+ or better in Pre-Calculus 11 to take this course.

## **Calculus 12**

This course is especially useful for students who have strong mathematical ability and who intend to take Calculus in their first year at a post-secondary institution. The main topics are history of the development of calculus, functions, limits, continuity, derivative rules, curve sketching, related-rates problems, maximum-minimum problems, and integrals and their applications. Derivation and proofs will also be a key component of this course. This course is particularly challenging, and higher order conceptualization of Mathematics will be an everyday event. It is recommended that a student has achieved 80% or better in PreCalculus 12 to take this course.

## **\*\*Some questions and answers about which Senior Math course to select**

### **1. Who should take Foundations of Math 11?**

Students who intend to go into college and university programs such as: Social Sciences, Humanities, Languages, History, Geography, Music, Arts, among others.

### **2. Who should take Pre-Calculus 11?**

Students who have already determined that they are pursuing a business math and/or science-based program in post- secondary. Please note that all of these programs will also require Pre-Calculus 12.

### **3. Should I enroll in Pre-Calculus 11 to keep more doors open?**

We have many parents state that their child should take Pre-Calculus 11 as it is a prerequisite for more programs at post- secondary. While this is true, we should also consider the level of achievement that the student may get in Pre-Calculus 11. Many programs require a B or better from Pre-Calculus 11 and if that mark is unrealistic, then a better choice would be Foundations 11 to open more doors in post-secondary.

### **4. Which should I take if I am unsure what I want to do after high school?**

Students must choose a pathway, but if you change your mind, you can change pathways. It is important to check the diagram above to understand how this can be done. Even if you graduate on the “wrong” path, you can still change your path by doing a couple extra

courses at the post-secondary institution that you choose.

**5. Mathematically, what is the difference between Foundations of Math 11 and Pre-Calculus 11?**

There is quite a big difference. Pre-Calculus 11 will look at topics needed for the study of theoretical calculus (ex. Trigonometry, Algebra, Transformations). Foundations of Math 11 will look at the mathematics needed for non-calculus based fields of study (ex. Geometry, Relations and Functions, Finance, Statistics and Probability).

**6. Why would a student take Pre-Calculus 12?**

The course is not mandatory, but this course is a key pre-requisite for students entering directly into university with intentions of going into mainly the Faculty of Sciences, Engineering or Commerce. It is very important that a student look at the precise pre-requisite needed for the schools to which they are applying.

**7. Why would a student take Foundations of Math 12?**

Many post-secondary institutions will take the mark from Foundations 12 or Pre-Calc 11 to meet their prerequisite for admission into specific programs.

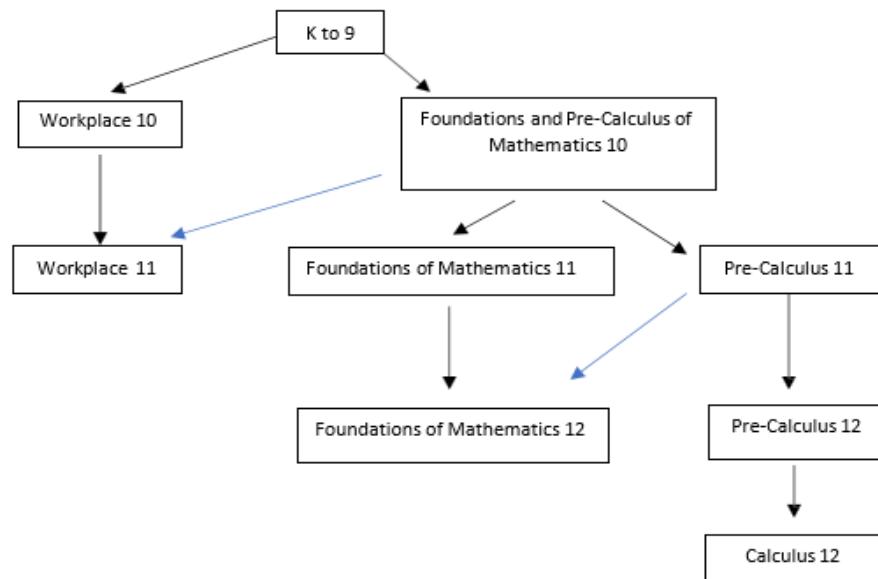
**8. What Math course are prerequisites for which programs?**

Each University has different requirements. You need to go to a University's website to see what they require for the program you are interested in.

**9. What is the workload for each course?**

Course	Difficulty level (compared to Foundations 10)	Student Workload
<b>Workplace 11</b>	A little easier	Expect about 30 minutes a week outside of class
<b>Foundations 11</b>	About the same as Foundations 10	Expect about 20 minutes a day outside of class
<b>Pre-Calculus 11</b>	Quite difficult	Expect about 45 minutes a day outside of class
<b>Foundations 12</b>	Similar to Foundations 11	Expect about 30 minutes a day outside of class
<b>Pre-Calculus 12</b>	A level up from Pre-Calculus 11	Expect about 1 hour a day outside of class
<b>Calculus 12</b>	Very difficult	Expect about 1+ hour a day outside of class

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**Math Pathways**



## Physical and Health Education

In senior Physical Education courses, students will have an opportunity to participate in a variety of optional activities that have an added cost associated with them. Letters will be sent home at the beginning of the year to outline these optional activities and their associated costs.

### **Physical and Health Education 9**

This is a comprehensive course in which students will develop an understanding of physical literacy and an appreciation of lifelong participation in physical activity by engaging in individual, dual, and team physical activities. Students will also explore factors that contribute to healthy relationships and to physical, emotional, and mental well-being.

### **Physical and Health Education 10**

This is a comprehensive course designed to continue developing a positive attitude towards lifelong physical activity among students. Students will engage in a variety of healthy living pursuits including team, individual, and dual activities. Students will also strengthen their physical literacy vocabulary, understand the importance of healthy and active living, learn to build and develop social and community health, and to foster positive mental well-being.

### **Active Living 11 (PE)**

Students will explore a variety of physical activities and pursuits, both on-site and in the community. They will also learn an appreciation for the importance of planning, safety, organization, and injury prevention in their pursuit of lifelong participation and enjoyment in physical activity. **Note: This course is subject to an optional course fee of \$65 to provide for off-campus activities and guest instructors.**

### **Active Living 12 (PE)**

Students will explore a variety of physical activities and pursuits, both on-site and in the community. They will also learn an appreciation for the importance of planning, safety, organization, and injury prevention in their pursuit of lifelong participation and enjoyment in physical activity. **Note: This course is subject to an optional course fee of \$65 to provide for off-campus activities and guest instructors.**

### **Fitness and Conditioning 11/12 (Weight Training)**

Fitness and Conditioning 11 and 12 will introduce students to both health-related and skill-related components of physical fitness. Students will learn safe and proper training methods and techniques to develop each component while also learning a variety of training principles to achieve their fitness goals.

### **Fitness and Conditions Basketball 11/12**

A great way to start your day? This linear course meets early and is for the serious players looking to improve their game and skills. Break a sweat and push yourself to the next level.

### **Fitness and Conditioning Volleyball 11/12**

This course integrates on-court technical and tactical training with fitness and strength conditioning, game principles, nutrition, and leadership. Classroom instruction and functional strength training complement player development. In the spring, athletes have the opportunity to train on grass and/or sand, expanding their skills and adaptability for beach volleyball. Previous volleyball experience is recommended.

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## Science

Following the new Science curriculum which has now been fully implemented in all grades, each science course will dedicate a significant amount of time to having students develop the skills to become scientifically literate citizens. These skills are grouped in the following & major information categories on every science course as students learn the skills of being a scientist

CURRICULAR COMPETENCIES – SCIENCE 9 - 12	
• Communicating	• Questioning & Predicting
• Planning & Conducting	• Evaluating
• Applying & Innovating	• Processing & Analyzing Data & Information

Each course has between three and five 'Big Ideas' which drive the content portion of the course.

These are given in the following course descriptions. The goal for each course is to have students experience the content and grow as scientists – in other words to learn the skills of being a scientist - during their time at Charles Best.

For more information, all science course: <https://curriculum.gov.bc.ca/curriculum/science>

### Science 9

In Science 9, students will learn the skills of being a scientist (see the Science Overview for more information on the curricular competencies) through the following four Big Ideas: 1. cells are derived from cells; 2. the electron arrangement of atoms impacts their chemical nature; 3. electricity is the flow of electrons; 4. the biosphere, geosphere, hydrosphere and atmosphere are interconnected, as matter cycles and energy flows through them.

### Science 10

In Science 10, students will learn the skills of being a scientist (see the Science Overview for more information on the curricular competencies) through the following four Big Ideas: 1. genes are the foundation for the diversity of living things; 2. chemical processes require energy change as atoms are rearranged; 3. energy is conserved and its transformation can affect living things and the environment; 4. the formation of the universe can be explained by the Big Bang Theory.

### Chemistry 11

In Chemistry 11, students will learn the skills of being a scientist (see the Science Overview for more information on the curricular competencies) through the following five Big Ideas: 1. atoms and molecules are building blocks of matter; 2. organic chemistry and its applications have significant implications for human health, society, and the environment; 3. the mole is a quantity used to make atoms and molecules measurable; 4. matter and energy are conserved in chemical reactions; 5. solubility within a solution is determined by the nature of the solute and the solvent. Proficiency in Science 10 and Foundations and Pre-Calculus 10 are recommended.

### Earth Sciences 11

In Earth Science 11, students will learn the skills of being a scientist (see the Science Overview for more information on the curricular competencies) through the following five Big Ideas: 1. earth materials are changed as they cycle through the geosphere and are used as resources, with economic and environmental implications; 2. plate tectonic theory explains the consequences of tectonic plate interactions; 3. the transfer of energy through the atmosphere creates weather, and this transfer is affected by climate change; 4. the distribution of water has a major influence on weather and climate; 5. astronomy seeks to explain the origin and interactions of Earth and its solar system.

### Environmental Science 11

In Environmental Science 11, students will learn the skills of being a scientist (see the Science Overview for more information on the curricular competencies) through the following four Big Ideas: 1. complex roles and relationships contribute to diversity of ecosystems; 2. changing ecosystems are maintained by natural processes; 3. human practices affect the sustainability of ecosystems; 4. humans can play a role in stewardship and restoration of ecosystems.

### Life Sciences 11 (Formerly Biology 11)

In Life Sciences 11, students will learn the skills of being a scientist (see the Science Overview for more information on the curricular competencies) through the following three Big Ideas: 1. life is a result of interactions at the molecular and cellular levels; 2. evolution occurs at the population level; 3. organisms are grouped based on common characteristics.

### Physics 11

In Physics 11, students will learn the skills of being a scientist (see the Science Overview for more information on the curricular competencies) through the following four Big Ideas: **1.** an object's motion can be predicted, analyzed, and described; **2.** forces influence the motion of an object; **3.** energy is found in different forms, is conserved, and has the ability to do work; **4.** mechanical

waves transfer energy but not matter. Proficiency in Science 10 and Foundations and Pre-Calculus 10 are recommended.

### **Science for Citizens 11 (Formerly Science and Technology 11)**

In Science for Citizens 11, students will learn the skills of being a scientist (See the Science Overview for more information on the curricular competencies) through the following three Big Ideas: 1. scientific processes and knowledge inform our decisions and impact our daily lives; 2. scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for places of employment; 3. scientific understanding enables humans to respond and adapt to changes locally and globally.

### **Anatomy and Physiology 12 (Formerly Biology 12)**

In Anatomy and Physiology 12, students will learn the skills of being a scientist (See the Science Overview for more information on the curricular competencies) through the following three Big Ideas: 1. homeostasis is maintained through physiological processes; 2. gene expression, through protein synthesis, is an interaction between genes and the environment; 3. organ systems have complex interrelationships to maintain homeostasis. Life Sciences 11 is recommended.

### **Chemistry 12**

In Chemistry 12, students will learn the skills of being a scientist (See the Science Overview for more information on the curricular competencies) through the following five Big Ideas: 1. reactants must collide to react, and the reaction rate is dependent on the surrounding conditions; 2. dynamic equilibrium can be shifted by changes to the surrounding conditions; 3. saturated solutions are systems in equilibrium; 4. acid or base strength depends on the degree of ion dissociation; 5. oxidation and reduction are complementary processes that involve the gain or loss of electrons. Chemistry 11 and proficiency in Pre-Calculus 11 are recommended.

### **Geology 12**

In Geology 12, students will learn the skills of being a scientist (See the Science Overview for more information on the curricular competencies) through the following five Big Ideas: 1. minerals, rocks, and earth materials form in response to conditions within and on the Earth's surface and are the foundation of many resource-based industries; 2. Earth's geological and biological history is interpreted and inferred from information stored in rock strata and fossil evidence; 3. the plate tectonic theory explains the changes that occur within Earth and to Earth's crust throughout geological time; 4. the form, arrangement, and structure of rocks are affected by three-dimensional forces over time; 5. weathering and erosion processes continually reshape landscapes through the interaction of the geosphere with the hydrosphere and atmosphere.

### **Physics 12**

In Physics 12, students will learn the skills of being a scientist (See the Science Overview for more information on the curricular competencies) through the following four Big Ideas: 1. measurement of motion depends on our frame of reference; 2. forces can cause linear and circular motion; 3. forces and energy interactions occur within fields; 4. momentum is conserved within a closed and isolated system. Physics 11 and proficiency in Pre-Calculus 11 are recommended.

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## **Languages**

The objective of the **Spanish** and **Core French** Language curricula (grades 9-12) is to progressively develop the following competencies:

- exploring and deriving meaning from a variety of texts.
- engage in meaningful conversations on a variety of topics.
- exploring and interacting with language culture both within Canada and around the world

### **Spanish 9**

This introductory course focuses on effective communication. Through a variety of activities, speaking, listening, reading and writing skills will be developed. Cultural activities will examine life in the countries of the Spanish-speaking world. Note: This course is not intended for native speakers of Spanish.

## Spanish 10

Spanish 10 builds on the concepts taught in Spanish 9. The course aims to develop further the student's ability to communicate in Spanish. This course continues the exploration of the cultures of the Spanish-speaking world. Note: This course is not intended for native speakers of Spanish. Spanish 9 is recommended prior to Spanish 10.

## Spanish 11

Spanish 11 develops the student's skills in listening, speaking, reading and writing. Spanish culture and literature will also be discussed during the course. Note: this course is not intended for students whose first language is Spanish. Native speakers are encouraged to write the challenge exam for Spanish 11 credit. A previous Spanish course is recommended prior to Spanish 11.

## Spanish Introductory 11

Spanish 11 is open to all students in grades 10, 11 and 12 and is an intensive course that combines in one semester curricula normally covered in Spanish 9 and Spanish 10. It aims to develop reading, writing, listening and speaking skills at a beginner level. The emphasis in this program is on effective communication in Spanish. This course is designed to provide the student with awareness and appreciation of Hispanic cultures and traditions. Note: This course is not intended for native speakers of Spanish.

## Spanish 12

Spanish 12 builds and allows students to practice grammar and vocabulary skills learned in Spanish 9 through 11. Emphasis is placed on understanding and speaking Spanish in the classroom. Students participate in weekly cultural activities to expand their knowledge of the Spanish speaking world as well as to provide the setting for students to speak Spanish. Students who speak Spanish at a fluent level are also encouraged to take this course.

## Core French 9

In Core French 9, students learn to communicate through the themes of the francophone world, retro popular culture and the study of an accessible French novel/Storytelling. A variety of listening, speaking, reading and writing activities are balanced to support the development of each students' communicative abilities. Units are supplemented by French video and musical selections. This course is not intended for French Immersion students or native French speakers.

## Core French 10

In Core French 10, students learn to communicate through the themes of travel in a francophone context, jobs and careers, as well as the study of an accessible French novel/Storytelling. A variety of listening, speaking, reading and writing activities are balanced to increase and refine the communicative abilities of each student. Units are supplemented by French film and video selections. This course is not intended for French Immersion students or native French speakers.

## Core French 11

In Core French 11, students learn to communicate through the themes of entertainment and going out, interacting in consumer culture, and a novel study. A variety of listening, speaking, reading and writing activities are balanced to increase and refine the communicative abilities of each student. Units are supplemented by a variety of authentic French media. This course is not intended for French Immersion students or native French speakers.

## Core French 12

In Core French 12, students build on their existing communication skills through the themes of future plans (post-secondary & work), poetry from the Francophone world, and the study of an authentic French novel. Students will hone and build on their existing French skills to communicate more complex ideas at a higher level. Students will prepare for the A2 DELF exam. This course is not intended for French Immersion students or native French speakers

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## Service Courses

### Foundations of Leadership 11/12 - Open to Grades 10 – 12

This course is for students interested in developing leadership and team-building skills. Learn about group process, communication skills, organization skills, problem-solving and decision-making. Identify and explore your leadership style and personality in this course. Students will apply what they have learned by organizing, implementing, and evaluating student-oriented activities. Students will be required to commit to service hours beyond the in-class learning timetable.

## Extensions of Leadership 12

In this course, students will build self-awareness and maturity through team building, event-planning, and experiential activities. Getting the most out of this course requires honesty, participation, dedication, and risk-taking. This course builds on the topics learned in Foundations of Leadership. Students lead and initiate events to improve their leadership skills and apply them to demonstrate success. Students will be required to commit to service hours beyond the in-class learning timetable.

Prerequisite: Foundations of Leadership 11.

## Athletic Leadership 11/12

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory in the field of athletics. Students will develop lifelong skills in the areas of self-image, goal setting, time management, public speaking, school and community service, public relations, conflict resolution, and an understanding of various leadership styles. In addition, students will gain practical experience and opportunities in social media management, project management, and event planning through school sports. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios as they achieve certification in a variety of practical skills.

**Prerequisites: participation on Charles Best Sports teams or a community team within the past 2 years, excellent leadership skills (reference from a Coach or Leadership Teacher is required. Reference form is available at the counselling office).**

## Peer Tutoring 11/12

These courses are offered to conscientious students who enjoy helping others, or who are contemplating careers in teaching, medicine, social or community work. Students will do practical work in a classroom, and theoretical work online, with several in-person workshops. Under the supervision of school staff members, peer tutors assist students in curricular areas, ELL, Skill Development, Learning Resource Centre or electives. Please fill out a form in the counselling office about your skills and get a teacher recommendation.

# Additional Elective Courses

## Field and Stream 11/12

Explore your outdoor adventures by learning some hunting and fishing skills. This is a linear course that meets twice a week after school and includes a monthly outdoor practicum and application. Students will need some basic gear, and a course fee is required. Upon successful completion of Field and Stream 11 students can apply for an advanced level of Field and Stream.

## Chess 11

Chess 11 is designed to introduce students to the fundamentals surrounding chess and get them interested and engaged to improve their skill level. The course is delivered in components that will focus on history, rules, and most importantly, strategy—this last component is where students will learn about and breakdown different openings, in-game play, and endgame concepts. Moreover, understanding, development, and implementation of more varied and complex strategies, coupled with daily in-class play and tournaments, will enable the students to improve throughout the course and better prepare them to progress to the next level. Students will also benefit from the logical, critical, and analytical thinking chess provides, and they will continue to work on their research abilities as well as collaborating and learning with their peers.

# Social Studies

In order to meet the graduation requirement for Social Studies, students must complete Social Studies 9, Social Studies 10, **and at least one** of the following courses in **either** Grade 11 or Grade 12: Comparative Cultures 12, 20<sup>th</sup> Century World History 12, Law Studies 12, Physical Geography 12, Social Justice 12, Contemporary Indigenous Studies 12 **OR** BC First Peoples

In Social Studies courses, students learn about history, geography, political science and economics. They consider topics from multiple perspectives, and learn to question the justification and evidence for the interpretations of events and issues. The primary goal of Social Studies education is to give students the knowledge, skills, and competencies to be active, informed citizens able to think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively.

## **Social Studies 9**

This course focuses on the development of Canada from 1750 to 1900. Students will examine how Canada went from being a colony to a nation, studying the impact of the immigration of many people to Canada and the settlement of the west, industrialization and the building of the CPR. These changes will be considered from the perspective of impact on Aboriginal peoples and communities. In Social Studies courses, students learn about history, geography, political science and economics. Students will consider topics from multiple perspectives, and learn to question the justification and evidence for the interpretations of events and issues. The primary goal of Social Studies education is to give students the knowledge, skills, and competencies to be active, informed citizens who can think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively.

## **Social Studies 10**

This course focuses on Canada from 1900 to the present day, considering how events occurring within Canada have defined the country, how Canada's involvement globally has shaped Canadian identity, and how historical and contemporary injustices challenge it. Students will also study the geographical features of Canada, the nation's government structure, and its political and legal systems. In Social Studies courses, students learn about history, geography, political science and economics. Students will consider topics from multiple perspectives, and learn to question the justification and evidence for the interpretations of events and issues. The primary goal of Social Studies education is to give students the knowledge, skills, and competencies to be active, informed citizens who are able to think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively.

## **Comparative Cultures 12**

This course is designed to give students an understanding and appreciation of several cultures from around the world. Students will be asked to show how cultures are expressed through belief systems, the arts, and government organization. Interactions between different cultures, the importance of geography in influencing cultures and the pattern on rise and decline of cultures will also be examined. Students will evaluate multiple sources to understand that knowledge of one's culture enhances understanding of others. The importance of different perspectives when studying belief systems, political structures and other power dynamics will be addressed. Some of the Cultures considered in this course are Mesopotamia, Egypt, Greece, Rome and the Inca. The focus of investigation will be on art, architecture, philosophy, government and daily life. Students will learn about the topics through traditional instruction as well as creating art, class discussions and presentations.

## **Physical Geography 12**

This course examines how the earth functions -- in the air, on the ground, under the ground, and among living things, and how humans adapt to and alter the physical environments around them. Students will explore how humans have special attachments and utilize certain areas in specific ways, while considering our connection to the world. They will analyze, interpret and apply geographical data from a variety of sources to provide an understanding of the interactions between the Earth's four spheres. We will assess the significance of people, places, events and developments to determine the historical significance of a particular time and place. This will help explain why geography is important. Students will assess how the actions of individuals and groups affect events, decisions and developments. Using geographic inquiry, students will question, gather, interpret, and analyze the data to communicate their findings.

## **20<sup>th</sup> Century World History 12**

An introduction to the history of the twentieth century, beginning with World War I and ending with Y2K. While studying these events students will also learn something of the skills necessary to interpret historical events, how to ensure historical information is accurate and relevant, how to develop historical empathy, and how to present clear, logical arguments based on a knowledge of the events. Afterall, in order to understand the present, and our potential future, we must comprehend the past.

## **Law 12**

This course is designed to provide students with an understanding of the Canadian legal system and the concept of justice. Students will consider how our legal system has evolved over time and how it reflects Canadian society. Current legal issues will be examined to determine the impact our legal system has in society. Students will consider topics from multiple perspectives, and learn to question the justification and evidence for the interpretations of events and issues. The primary goal of Social Studies education is to give students the knowledge, skills, and competencies to be active, informed citizens who are able to think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively.

## **Social Justice 12**

This course focuses on social justice issues. The aim of the course is to increase the understanding of concepts, principles and/or theories regarding issues of marginalization and disenfranchisement which have an impact on understanding and communication between and among people from different racial, ethnic, ability, religious, cultural, gender, sexual orientation and socio-economy class backgrounds. Students will be expected to ask questions to gather evidence from multiple sources and perspectives to gain understanding that Social Justice issues are interconnected. Students will understand that their worldviews shape their understanding of social justice and form an opinion on how to act on those views. Students will learn how past injustices by governments continue to cause marginalization and what responsibilities modern society has to correct those lasting impacts.

## **Psychology 12 AP**

This course is an Advanced Placement course on human behaviour and mental processes. Psychology evaluates competing ideas with careful observation and rigorous analysis to describe and explain human behaviour. This course is a comprehensive study of Psychology, providing students with an understanding of the various fields within this subject. Students will consider topics from multiple perspectives and learn to question the justification and evidence for the interpretations of Psychological research. Psychology 12 will give students the knowledge, skills, and competencies to understand why humans think and behave in certain ways depending upon the situation. Students will develop critical thinking, essay writing, research methods, academic reading and oral presentation skills.

## **Philosophy 12**

Philosophy 12 invites students to explore the fundamental nature of knowledge, reality, and existence while developing critical thinking and reasoning skills. Through inquiry-based learning, students will examine enduring questions about meaning, truth, and belief, and learn to construct and evaluate logical arguments. The course emphasizes understanding diverse perspectives and encourages students to challenge assumptions, fostering intellectual curiosity and personal growth. Assessment includes tests, projects, and a culminating Passion Project, where students research and present a philosophical topic of personal interest. This course supports the BC curriculum's focus on communication, thinking, and personal/social competencies, preparing students to engage thoughtfully with complex ideas in an increasingly interconnected world.

## **Contemporary Indigenous Studies 12 (This course counts towards the Indigenous Focused Graduation requirement)**

This course will look at modern day issues facing Indigenous people in Canada and around the world. There will be a focus on the effects of colonialism on the mental, emotional, physical and spiritual wellbeing of people as well as how everyone can work together to foster healing and address injustices. Various forms of media will be looked at to gather information such as websites, oral traditions and Indigenous literature.

**Continued Next Page**

## **Career Preparation Program**

### **“Youth TRAIN in TRADES” Program 2026-2027**

# Career Preparation Program

## “Youth TRAIN in TRADES” Program 2026-2027

Trade Name	Open To	Student Cost	Time/Highschool Credits	Location of Program	Program Details Pre-requisites (recommendations)
<b>Automotive Service Technician</b>	Grade 12s	⌘ \$400	Semester 2 16 Credits	Centennial	<ul style="list-style-type: none"> <li>Completion of Auto 11 and Auto 12</li> <li>English Language Arts 12</li> <li>Any Math 11 ("C+")</li> <li>"L" driver's license and good computer skills</li> </ul>
<b>Automotive Collision Tech</b>	Grade 12	⌘ \$1,000	Intake: End of Sept. 28 Weeks 28 Credits	VCC (Broadway)	<ul style="list-style-type: none"> <li>Completion of Gr 11</li> <li>A plan for: English Language Arts 12</li> <li>Recommended: At least one Auto course</li> <li>Completion of Gr 11</li> </ul>
<b>Automotive Painter</b>	Grade 11 or 12	⌘ \$800	Semester 2 16 Credits	VCC (Broadway)	<ul style="list-style-type: none"> <li>Plan for English Language Arts 12</li> <li>Recommended: "L" Driver's license</li> <li>Recommended: At least one Auto course</li> <li>Completion of Gr 11</li> </ul>
<b>Baker</b>	Grade 12	⌘ 1,600	Intake: First week of July 24 Weeks 24 Credits	VCC (Downtown)	<ul style="list-style-type: none"> <li>English Language Arts 11</li> <li>Food Safe Level 1</li> <li>Any Math 11 ("C+")</li> <li>4 Day practicum at VCC</li> </ul>
<b>Bricklayer</b>	Grade 11 or 12	⌘ \$275	Semester 1 16 Credits	Pitt Meadows Sec. (Maple Ridge)	<ul style="list-style-type: none"> <li>English Language Arts 10 or 11</li> <li>Any Math 10 or 11 ("C+")</li> <li>Physical ability to do the job</li> </ul>
<b>Carpenter</b>	Grade 12	⌘ \$425	Semester 2 16 Credits	Terry Fox (15 weeks) BCIT – Burnaby (6 weeks)	<ul style="list-style-type: none"> <li>Woodworking 11 (and ideally Wood 12)</li> <li>Any Math 11 ("C+")</li> <li>Strongly recommended – Drafting 11</li> </ul>
<b>Professional Cook</b>	Grade 12	⌘ \$400	Semester 2 16 Credits	Three site options: Glenagle, Centennial or Riverside	<ul style="list-style-type: none"> <li>Food Safe Level 1</li> <li>Cook Training 11 and/ or 12 or Foods &amp; Nut. 11 and/ or 12 (ideally two or three of them)</li> </ul>
<b>Electrician</b>	Grade 12	⌘ \$300	Semester 1 16 Credits	Dr. Charles Best	<ul style="list-style-type: none"> <li>Math Foundations 11 (B)</li> <li>Physics 11</li> <li>Any Tech Ed 10 or 11 course</li> <li>Completion of Gr 11</li> </ul>
<b>Hairstylist</b>	Grade 12	⌘ \$3,000	Intake: Wide variety 40 Weeks 40 Credits	VCC (Downtown)	<ul style="list-style-type: none"> <li>Full completion of Gr 11</li> <li>A plan for: English Language Arts 12</li> </ul>

<b>Heavy Duty Mechanic</b>	Grade 12	⌘ \$1,600	Intakes: Sept, Nov, Apr, July 36 Weeks 28 Credits	VCC (Annacis Island)	<ul style="list-style-type: none"> <li>Full completion of Gr 11</li> <li>Any Math 11 ("B")</li> <li>Auto 11 ("B") and Auto 12 ("B")</li> </ul>
<b>Cabinet Maker</b>	Grade 12	⌘ \$600	Intakes: Oct + Mar 25 Weeks program 28 Credits	BCIT (Burnaby)	<ul style="list-style-type: none"> <li>Full completion of Gr 11</li> <li>Wood 11 and Wood 12</li> <li>A plan for: English Language Arts 12</li> </ul>
<b>Metal Fabricator</b>	Grade 12	⌘ \$400	Intakes: Sep/ Feb 20 Credits 23 Weeks	BCIT (Burnaby)	<ul style="list-style-type: none"> <li>Full completion of Gr 11</li> <li>Any Math 11 ("C+")</li> <li>Plan for English Language Arts 12</li> </ul>
<b>Millwright</b>	Grade 12	⌘ 1,200	BCIT – Sem 1 & 2 KPU – Sem2 24 Weeks 24 Credits	BCIT (Burnaby) KPU (Cloverdale)	<ul style="list-style-type: none"> <li>Completion of Gr 11 and 12 English</li> <li>Math 11 Foundation ("B")</li> <li>Workplace Math (A)</li> <li>At least 1 Tech Ed 11 course</li> </ul>
<b>Motorcycle Mechanic</b>	Grade 12	\$500	Semester 1 & 2 intakes 16 Credits	BCIT (Burnaby)	<ul style="list-style-type: none"> <li>Completion of Gr 11</li> <li>Recommended – Automotive 11</li> </ul>
<b>Painter (Commercial)</b>	Grade 11 and 12	\$0	Intake: Mid June 6 Weeks 4 Credits	Fin. Trades Inst. (Surrey)	<ul style="list-style-type: none"> <li>Full completion of Gr 11</li> <li>English Language Arts 11 or 12</li> </ul>
<b>Plumber</b>	Grade 12	⌘ \$200	PIC – Mid June, 8 Wks, 8 Credits KPU – Semester 2 20 Credits	Piping Ind. College (Annacis Island) KPU – Cloverdale	<ul style="list-style-type: none"> <li>Any Math 11 ("C+")</li> <li>Work Experience 12 with a "plumbing placement, or have previous plumbing experience</li> </ul>
<b>Ironworker</b>	Grade 12	⌘ \$400	January 23 Weeks 20 Credits	BCIT (Burnaby)	<ul style="list-style-type: none"> <li>Completion of Gr 11</li> <li>Metal or Welding 11</li> <li>A plan for English 12</li> </ul>
<b>Sheet Metal Worker</b>	Grade 12	⌘ \$400	Sept/ Feb 16 Credits	BCIT (Burnaby)	<ul style="list-style-type: none"> <li>Full completion of Gr 11</li> <li>Any Math 11 ("C+")</li> </ul>
<b>Welder</b>	Grade 12	⌘ \$800	Intakes: Aug, Sep, Nov, Jan, Mar 28 Wks, 28 Credits	BCIT (Burnaby)	<ul style="list-style-type: none"> <li>Completion of Gr 11 and 12 English Language Arts</li> <li>Any Math 11 ("C+")</li> <li>Metal 11, and ideally 12</li> <li>Completion of Gr 11/ Gr 12</li> </ul>

**'Youth WORK in Trades' Program**more information: [www.43Careers.com](http://www.43Careers.com).

Program Details					
Course Name(s)	Open to	Student Cost	High school Credits	Location of Program	Requirement
<b>Work 11a, 11b, 12a + 12b</b>	gr 10s, 11s, 12s + 1 <sup>st</sup> year after grad	\$0	For each 120 hrs worked as a paid tradesperson, plus online course work = 4 credits, up to 16 credits	Working in the community as a paid employee in a trade	<ul style="list-style-type: none"> <li>you are presently working with a certified tradesperson</li> </ul>

**'Youth EXPLORE in Trades' Programs**

More information: 43Careers.com or call Ben King at 778-984-1354.

Program Details					
Trade Program	Open to	Student Cost	Time / High school Credits	Location of Program	Pre-requisites (recommendations)
<b>Trades Sampler</b>	Grades 11 and 12	≈ \$300 + safety shoes and glasses	Semester 2 (early Feb to late April) 12 credits	BCIT (Burnaby mostly, but will visit their other 4-5 campuses)	<ul style="list-style-type: none"> <li>Completion of grade 11 requirements</li> <li>English Lang Arts 12</li> <li>any Math 11 ("C+")</li> </ul> <p><u>Students enrolled in the Feb 2018 class experienced 1-4 days in each of the following areas:</u></p> <ul style="list-style-type: none"> <li><b>TRADES</b> = Aerospace, Motorcycle Mechanics, Auto Collision, Auto Service Tech, Sheet Metal, Carpentry, Welding, Electrical, Machinist, Millwright and Ironworker</li> <li><b>TRAINING &amp; CERTIFICATIONS</b> = General Safety, WHMIS, OFA 1, Fall arrest/protection, Hilti, Fit Test, Lift Truck and Fire Protection</li> </ul>