

**Steveston-London  
Secondary School  
Program Planning Guide  
2025-2026**



# Steveston-London Secondary School

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## Table of Contents:

Principal’s Message.....	3
Purpose of this Guide.....	5
Important Dates.....	7
School Information.....	9
Student Support Services.....	15
English Language Learning (ELL) Program.....	17
Scholarships and Post-Secondary Information.....	18
Student Planning Guide.....	20
Grade 8 Program.....	21
Graduation Requirements.....	23
Provincial Graduation Assessments.....	24
Academic Enrichment Opportunities.....	25
Art Courses.....	28
Business Education Courses.....	33
Career Education Courses.....	37
English Courses.....	38
English Language Learning (ELL) Courses.....	42
Home Economics Courses.....	44
Human Services Courses.....	47
Languages Courses.....	47
Mathematics Courses.....	52
Music Courses.....	55
Physical Education Courses.....	58
Resource Courses.....	60
Science Courses.....	61
Social Studies Courses.....	65
Technology Education Courses.....	68
Theatre Courses.....	71
Complete List of Course Offerings.....	75
Richmond Virtual School and Career Programs .....	78-80

# Principal's Message

Steveston-London is a welcoming and kind community of learners. We are proud of our excellence in academics, athletics, fine and performing arts, extracurricular activities, and social responsibility. We value justice, equity, diversity and inclusion and endeavour to be a safe and caring community, where every student finds a sense of belonging and is inspired to learn.

This guide is intended to provide students and their parents with information about course planning for the 2025-2026 school year. It includes descriptions of courses and programs offered at our school, as well as important information about external programs and provincial graduation requirements.

The secondary school years are designed to provide opportunities for students to learn and explore a wide variety of curricula, including humanities, languages, music, mathematics, sciences, theatre, arts, computers and business education, technological studies, textiles, home economics, physical education, career education and work experience opportunities. Students are encouraged to consider the full range of courses available in each year of high school. Our goal is to provide students with diverse learning opportunities and experiences, so they can discover their passions. At the same time, it is important to know and ensure that students are taking the proper courses to meet graduation requirements, as well as any prerequisite requirements for their desired post-secondary pathway.

Thoroughly reading through this guide will help ensure that students are making thoughtful educated decisions when selecting their courses. When there are questions that arise during the process of choosing courses for next year and beyond, please ensure to call the office and make an appointment with a counsellor or our career advisor. They can assist students and parents with questions regarding options available. As well, students' current teachers will also be able to provide helpful suggestions during the program planning process.

The timetable for the 2025-2026 school year will be created based upon student selections made during the program planning process. Furthermore, this information helps us determine the number of teachers needed for the courses that students have chosen. Please note, that it is difficult to make course changes once the school year begins, so please be sure to research and choose courses thoughtfully. Students, please be sure to discuss your plans with your counsellor and provide them specific details about any other courses you plan on taking, including summer school or online courses and be sure to account for these in your planning for next year. Similarly, check with your counsellor later in the spring to confirm the accuracy of your course selections for next year.

Developing a plan for your future is an important task! Students, please ensure you read through this guide and discuss potential options with parents, teachers, and counsellors prior to making course selections. Students, please select courses that you are interested in, that meet

grad requirements and that align with your future. It is also important to consider courses that provide you with some balance in your schedule. Lastly, we are here to help if you have any questions, please don't hesitate to ask!

# Purpose of this Guide

This planner is intended to support students and their parents/guardians in choosing the most appropriate courses for the next school year. Some courses must be taken to meet the graduation requirements of the BC Ministry of Education, while others can be chosen to meet individual interests and goals. This guide describes the broad requirements of each grade, the content of individual courses, and the various programs and services that Steveston-London Secondary offers.

Timetabling (the number of sections of each course) is based on the course requests made by students. Therefore, we urge you to choose primary courses and alternative courses carefully, keeping in mind the following factors:

- Once the master timetable is built, course changes become much more difficult; therefore, it is very important that the selection of courses be done carefully and thoughtfully. Upon receipt of this guide, students and parents/guardians should read and review the guide in detail, then discuss the choice of courses together, and consult teachers or counsellors if necessary.
- Students may select courses based on their interests and plans. Teachers are not tied to specific courses, so students generally will not know their teacher until the start of the school year in September.
- Elective courses will be offered only if there is sufficient enrolment to justify a class. The possibility arises that a student may select a course that cannot be scheduled. In this case, the student will be given an alternative elective, suitable for his/her timetable. Please make sure to provide thoughtful alternate selections when you are course planning.
- Counsellors and the departments involved will review requests for the English Language Learning (ELL) classes.
- Students in the Graduation Program (Grades 10-12) need to plan their courses with career and/or post-secondary programs in mind. If students are in doubt about future academic or career directions, they should choose courses that allow them as many options as possible.
- For details on post-secondary options please go directly to their web site.
- All students in grades 8-11 generally take eight courses. Students in grade 12 may choose one study block.

It is essential that students consider the task of choosing courses as a major responsibility because the choices that they make determine the master timetable. The following steps are used to build Steveston-London School's master timetable:

- 1) Students determine their core courses and choose their elective courses using this Program Planning guide to assist them.
- 2) Students make course selections online using the MyEdBC student portal.

- 3) The requests for each course are tallied and that information is used to determine how many blocks to allocate for each course.
- 4) Courses with too few student requests will be cancelled. Students who have requested a course that is cancelled will be programmed into their alternate elective choice, if it is available or counsellors will select the best option for that student.

# Important Dates for 2025-2026 Program Planning

<b>January 15</b>	Program Planning Guide is published on the school website
<b>January 15</b> 8:30-9:20am	PLT #1 – Program Planning Information Session for <b>Grade 10’s going into Grade 11</b>
<b>January 15</b> 9:20-10:10am	PLT #2 – Program Planning Information Session for <b>Grade 11’s going into Grade 12</b>
<b>January 16</b> 8:30-9:20am	PLT #1 – Program Planning Information Session for <b>Grade 8’s going into Grade 9</b>
<b>January 16</b> 9:20-10:10am	PLT #2 – Program Planning Information Session for <b>Grade 9’s going into Grade 10</b>
<b>January 16</b>	Students can access a program planning worksheet (for each grade level) from our school website. This will help them navigate through the process of selecting their courses for next year.
<b>January 16</b> 6-7pm	Program Planning Parent Information Evening on MS TEAMS (virtual information session) – hosted by our counsellors. Links will be sent to families via email.
<b>January 17</b>	<b>Program Planning Portal Opens</b> – Students will be able to log in to MyEdBC and start selecting their courses
<b>January 22</b> 6-7pm	Administrators and Counsellors will host an information session for Grade 7 Parents in person at SLSS in the Legends Gym
<b>January 20-27</b>	Counsellors from SLSS will visit all the feeder elementary schools
<b>January 27</b>	Grade 7 students and parents will receive a digital Program Planning Form to fill out
<b>February 5-6</b>	Grade 8 Program Planning Course Selection Sessions for Grade 8’s going into Grade 9, during PLT times (8:30-10:10am). A list will be posted on the library window, so students know which session to attend. An email will be sent out to remind students to check what session they are scheduled for.
<b>February 12</b>	Deadline for grade 7 students to enter their course selections on the MS TEAMS form that was emailed out to them
<b>February 18</b>	<b>Program Planning Portal Closes</b> – this is the last day for students to log in to MyEdBC and select their courses for next school year (or make any changes to their initial course selections) – please remember to click “Post” before logging out of your account.
<b>April</b>	Students will receive a course verification email in April confirming the courses they have chosen during the course selection process. Students may request any final course changes via an MS TEAMS form that will be emailed out to them.

<b>June</b>	Students will receive their school schedules for next year by the end of June. The schedules will show what classes students are scheduled in for each semester (but no room numbers or teachers).
<b>September</b>	Students will start the new school year with their new schedules, as posted on MyEdBC.

# School Information

## Profile

Steveston-London is a comprehensive secondary school that offers Grades 8 through 12 courses and operates on a semester timetable. The school enrolls over 1200 students. Like the city of Richmond, we are a multicultural and diverse community. Both former schools, London and Steveston, have had a rich tradition of outstanding academic success. At Steveston-London students are encouraged to work hard in the classroom and get engaged and involved in the vast extra-curricular opportunities at our school.

## Student Activities

At Steveston-London, students have a wide variety of extra-curricular clubs, athletic teams, intramural sports, hobby groups, leadership committees and opportunities to join and enrich their overall educational experience. All students are encouraged to pursue their interests and passions and create or join a club, team, or group outside of their regular academic classes to round out their school life at Steveston-London.

## Athletics

Steveston-London competes in the RSSAA leagues and will enter teams in all the traditional fall, winter, and spring sport seasons. Students are expected to exhibit a strong commitment to their teams, a high standard of sportsmanship, as a representative of Steveston-London Secondary School and must be working to their full potential in the classroom to remain eligible to participate on a school sports team. Sports offered may change according to student and staff interest. Travel and tournament opportunities are available. Some of the sports available for each season include:

### **Fall**

Cross Country Girls'  
Volleyball  
Sr. Boys' Soccer  
Boys' & Girls' Swim Team  
Jr./ Sr. Boys' Volleyball

### **Winter**

Boys' & Girls' Basketball  
Table Tennis

### **Spring**

Track and Field  
Sr. Girls' Soccer  
Boys' & Girls' Golf  
Gr. 8/9 Boys' Volleyball  
Sr. Boys' Ice Hockey  
Tennis  
Ultimate

## Intramurals

Steveston-London has a lunchtime intramural program that runs throughout the year. There will be one or more activities available to all Steveston-London students in organized

recreational leagues such as flag football, volleyball, indoor soccer, road hockey, table tennis, softball, and other activities. Students are encouraged to sign-up and have some fun!

### **Performing Arts (Music and Drama)**

The Performing Arts offer students the chance to grow in areas that are transferable to all walks of life – students gain confidence, learn to share their creative and critical ideas and practice working together on a variety of projects which ultimately are presented to audiences from the SLSS community and beyond.

Steveston-London has had strong Jazz Band, Concert Band and Choral groups for many years, and the ensembles regularly perform in the community at numerous events. All the SLSS music offerings are full-time courses, but some ensembles are offered as clubs, such as Jazz Band. Those with special interest areas should take note of Guitar and Recording Arts Music Production classes.

In the Drama program, students explore the world of the theatre both on stage and backstage. The theatre program takes students from their first steps on stage to full performances in a theatre company atmosphere, in which students are responsible for all aspects of the production – acting, writing, directing and technical support. In addition, SLSS has a strong extra-curricular theatre program, which presents two full productions a year.

### **Clubs and Activities**

A wide range of activities and clubs are available to all students. At Steveston-London we believe that extracurricular clubs and activities are valuable for the development of the whole student, and an opportunity for students and Steveston-London staff members to meet and share common interests in specific areas. Examples of clubs that our school has run in the past include the following:

Academic Guidance Club	Creative Creation Club
Anime, Comic, Cosplay and Gaming (ACG) Club	Culture Club
Activism and Awareness Club	Dance Club
Art Club	Dance Team
Badminton Club	Dragon Boat Club
Biology Club	Drama Club
Chamber Club	E-Sports Club
Chess Club	Eco Team Club
Chinese Cultural Club	Fandom Projects
Choir Club	First Responders
Christian Club	Gamedev Club
Computer Science Club	Grad Committee
	Gym Sharks

Helping Hands Society  
Initiatives Club  
Interact Rotary Club  
International Issues Club  
Japanese Cultural Club  
JEDI Club  
Literature Club  
Math Club  
Model United Nations Club  
Muslim Student Association Club  
Networking Club  
Pop Culture Club  
Psychology Club  
Public Speaking Club

Robotics Club  
Sci-Art Synergy Club  
SciHealth Alliance  
Shark Ambassadors  
Sharks Engineering Club  
Ski and Snowboard Club  
SLSS Heart-Shaped Fins  
SLSS Press  
Student Council (STUCO)  
Table Tennis Club  
Tabletop Club/Hobby-Mix  
Study Alliance  
Tabletop Club  
Unity Club

### **Travel**

Some years, a group of interested students travel to, or host students from our long-time foreign partners in Japan, where we have a sister school – Joto, in Wakayama. There may also be opportunities for students to travel to international destinations and these trips can be outstanding cultural and travel experiences. Similarly, Steveston-London students may travel with groups, such as their athletic team, to exciting destinations.

### **Grade 8 Camp**

The transition of a new group of Grade 8 students into a secondary school is both exciting and challenging, as students form new friendships and navigate a new setting. Over the past years, we have had the opportunity to provide an outdoor educational experience for all our new students; at SLSS we call it “Grade 8 Camp”. This experience is usually offered early in the school year and has provided an excellent catalyst for our Grade 8’s to establish a group identity and to develop positive beginnings at Steveston-London. In collaboration with staff and our senior student leaders, we help our new students learn about the uniqueness of Steveston-London and allow them to connect and bond as a group, that has come together from a combination of several elementary schools. The camp is structured with activities that will introduce students to social responsibility and provide them with the opportunity to develop personal leadership skills. Our Grade 8 students thoroughly enjoy this opportunity to connect, and many staff and senior students enjoy interacting with our new Grade 8’s in this unique outdoor learning opportunity. This is a fun and exciting learning opportunity for your child, and we hope that you will plan to have your child participate. Details will be communicated and required forms will be sent via emails to incoming Grade 8 students and parents.

## **Food Services**

There are vending machines at school and the Shark Bites Cafeteria service available to students. The cafeteria service is available before school, during breaks and at lunchtime. Students are asked not to purchase food during class time.

## **Student Pictures (Go Cards)**

Photographs for our yearbook and Go Cards are taken in September (retakes are generally in October). Picture packages can be ordered online at this time. Graduation portrait information will be distributed early in the school year. Specific details including dates will be communicated to students and parents via email and in our newsletter.

## **Calendars**

In September, all students will receive a Steveston-London calendar that includes important dates. Students are welcome to use this paper calendar or a digital calendar on their phone. If any students would like additional copies of the calendar to print for their wall at home, they can download and print it off our school website. We encourage all students to use some form of a calendar or a daily agenda to stay up to date and organized with homework, assignments, and extracurricular activities. The cost of the school calendars is covered in the annual student fees that are collected.

## **School Clothing**

Crested sweatshirts, T-shirts, shorts, and sweatpants are available for purchase in the Fall. Details will be communicated via email and our regular newsletter. Students are encouraged to display their Shark pride at games, events, and during spirit weeks.

## **Parent/Guardian Involvement – Parent Advisory Council (PAC) and Dry After Grad (DAG)**

In addition to encouraging students to participate in extra-curricular activities in the school, we need parents/guardians to become involved as well. Some ways to support the school might be participating in groups like the Parent Advisory Council (PAC), the Dry After Grad Committee (DAG), coaching or sponsoring teams, helping with field trips, attending parent evenings, supporting school goals at home, and organizing/helping with special events. For more information, please see our website, read our regular newsletters or contact an administrator at the school.

## **Costs Associated with Courses**

Basic school supplies required to fulfill the development of the curricular and core competencies in all courses will be provided to students. The cost of these supplies is covered

in the annual student fees that are collected. Should students wish to use other or additional supplies, they may purchase these individually. Costs for curricular and extracurricular field trips will be made available for purchase on School Cash Online.

The Richmond School District uses School Cash Online, which is a parent portal system for a convenient and fast way to pay school fees. The portal allows our parents/guardians to make payments, check balances/account history, print or review receipts and receive notifications when a fee has been posted from the school.

School Cash Online accepts payments through eCheck, myWallet fund transfers and credit cards. Registration for this system takes only a few minutes. Parents can register at <https://richmondsd38.schoolcashonline.com>.

If a student, parent or family cannot afford to pay for school fees, fields trips or other school-related costs, please contact an administrator to request financial assistance with regards to these fees.

### **Textbooks**

Some subject teachers issue textbooks. There is a charge for school texts if they are returned with more than normal wear. Students will be billed for their repair or replacement. There is also a charge for lost textbooks. Students need to keep track of the textbook that was originally assigned to them and be sure to hand in the same textbook at the end of the semester.

### **Attendance**

There is a school expectation that students attend all classes on time, in which they are registered. It is well established that poor or inconsistent attendance is directly related to a lower degree of academic success. Teachers and/or administrators will reach out to families if students are struggling to attend their classes regularly.

### **Timetable**

The SLSS school year is divided into two semesters. Semester 1 is September to January and Semester 2 is February to June. Students normally complete 4 courses each semester. The weekly bell schedule (which includes PLT on Wednesdays and Thursdays) is published on our website and in the student calendar.

### **Course Load**

We recommend that all students carry a full schedule of classes, which is 8 classes per year. Grade 12 students may have 1 study block for the year, if they choose to have this option.

### **Reporting and Evaluation**

Teachers use a variety of evaluation and assessment procedures, which are related to the nature and content of each course. Students should always know where they stand in all subjects. Report cards are issued in November, February, April, and June. The teacher may initiate interim reports at any time during the school year, if there are any concerns. Student progress will be reported as proficiency scales for grades 8 and 9 and in percentages for grades 10 to 12.

### **Awards and Athletics**

Student excellence in academics and other areas is recognized through a formal awards evening. Student excellence is recognized via an “Honour” Roll Program. Criteria for the honour roll is published on the website. The awards ceremony is usually held in June of each school year. The athletics department also hosts an awards night, which is typically during the first week of June. This evening is focused on recognizing and honoring our hardworking young athletes and their notable achievements.

# **Student Support Services**

The goal of Student Support Services is to support the intellectual, social, human, and vocational development of students. Our aim is to help students be successful in all aspects of their schooling. It is our belief that students will be better prepared to meet challenges after graduation if they have successful and meaningful experiences in school. Student Support Services includes the following: Counsellors, Career Advisor, Library Team, Resource Department, Public Health Nurse, and our RCMP Liaison Officer.

## **Counselling Department**

Counsellors are here to help you with many aspects of school life. Find out who your counsellor is based on your last name. Visit the counselling centre and career centre by appointment or on a drop-in basis to receive information for educational planning, vocational planning, social-emotional concerns or challenges and many other things that might affect your schooling.

Counsellors are here to assist with the following:

- Encourage self-care and healthy habits
- Promote social connectedness
- Increase help-seeking behavior
- Increase pro-social behavior
- Organize school-wide campaigns to encourage positive mental health

## **Career Resource Centre Services**

The Career Advisor is available to assist students with Post-Secondary, Career and Scholarship plans. Career, Post-Secondary and Scholarship information is available in the Career Resource Centre located in the Counselling Department. Services that are provided to students include:

- Access to the SLSS Career Blog:  
<https://portal.sd38.bc.ca/group/76hmf4v/Blog/default.aspx#/>
- Up-to-date information on career, post-secondary, and scholarship options
- Viewbooks, post-secondary admission guides and pamphlets from institutions in BC, across Canada, and some international schools as well
- Scholarship information and applications
- Assistance with resume, cover letter, interview skills and informational interviews
- Information on post-secondary financial aid
- Students may book an appointment with the Career Advisor at:
- <https://calendly.com/slscareers/career-appointment>

## **Library Services**

The main purpose of our library services is to provide students with the skills, materials, and environment to help them achieve their academic and personal development goals. In

collaboration with classroom teachers, the librarian teaches students research skills, information evaluation, media literacy, technical media skills and academic responsibility. The library collection is designed to meet the needs of students and teachers doing research projects, independent study, media creation, skills exploration, and/or recreational reading. We offer curriculum-oriented and recreational materials in many formats including:

- Print materials
- E-books and audiobooks
- Databases and other digital resources
- MakerSpace materials (games, puzzles, etc.)
- Audio-Visual Equipment

Assistance is always available to students as they complete projects and look for personal reading materials.

### **Resource Centre Services**

Learning Strategies (Resource) is a support block that provides a learning service to students, their teachers and their parents. The focus of this service is on developing skills and strategies in areas of the curriculum's core competencies. Students are referred to Learning Strategies through a collaborative process involving students, parents, counsellors, outside agencies, administrators, classroom teachers, and resource teachers. Support may take place in various forms to address a range of challenges that directly affect student learning. These supports range from direct instruction, consultation/collaboration, assessment/evaluation, program design, and advocacy.

### **Health Services**

Our Public Health Nurse is available to provide information to students on topics such as personal health, nutrition, illness, immunization, and community health resources.

### **RCMP School Liaison Services**

Steveston-London is a participant in the School Liaison Program in conjunction with the Richmond RCMP Detachment. Officers are available as resources for staff and students, and they can provide general information on police-related matters. The purpose of this program is to increase awareness of the legal system and bridge the gap between the police and the community.

# English Language Learning Program (ELL)

The primary goal of the English Language Learning Program (ELL) program at Steveston-London is to help students develop proficiency in English language acquisition and cultivate academic and social competence. Initial placements to the program are carried out by district ELL staff. The ELL program consists of up to five years of funded support. Students in ELL-Beginning and ELL-Developing take three ELL courses. Students in ELL-Expanding take two ELL courses, and ELL- Consolidating students take one course. ELL-Bridging students are assigned to a non-enrolling support program (often called ELL Level 5). Students in the ELL program are also enrolled in courses in other subject areas. As students gain greater competence in English, their course load in other subject areas is increased accordingly. The language skills in the four strands (reading, writing, speaking, and listening) will be emphasized in all ELL courses. Students can obtain 4 credits for each of the stages of ELL – Beginning through Consolidating. Students may take ELL-Consolidating Level 4 and an appropriate English course concurrently.

## Bridging Support Program (Grades 8-12)

This is a one-to-two-year non-enrolling program, depending on each student’s needs. Support for ELL-Bridging is ongoing, and students may seek assistance as needed or as required by the ELL-Bridging teachers. Workshops for ELL Bridging students are offered throughout the year to support specific areas of language development.

<b>ELL: Beginning Level 1 (3 courses)</b>	<b>ELL: Developing Level 2 (3 courses)</b>	<b>ELL: Expanding Level 3 (2 courses)</b>	<b>ELL: Consolidating Level 4 (1 courses)</b>
Beginning English	Developing English	Expanding English	Consolidating English
Beginning Socials	Developing Socials	Expanding Socials	-----
Beginning Science	Developing Science	-----	-----

# Scholarships and Post-Secondary Information

Several categories of scholarships exist.

## **1) BC Excellence Scholarships**

- \$5000 scholarship voucher for post-secondary studies
- School nomination required
- 55 BC Excellence Scholarships are awarded annually, recognizing well-rounded BC graduates

## **2) BC Achievement Scholarships**

- \$1250 scholarship voucher awarded for post-secondary
- Top 8000 BC students are selected based on students' achievement in Grades 10, 11 and 12 courses that satisfy graduation program requirements (including elective courses)
- Must be a Canadian Citizen/Permanent Resident and BC Resident

## **3) District/Authority Awards**

- School nomination required and student must be a Canadian Citizen/Permanent Resident and a BC Resident
- \$1250 scholarship voucher for post-secondary
- \$1250 voucher will be awarded in the following areas: Applied Design, Skills and Technologies, Community Service, Fine Arts, Indigenous Languages and Culture, Languages, Physical Activity (and Health), Technical and Trades Training

## **4) Steveston-London Scholarships and Bursaries**

- Applications must be made to the Steveston-London Scholarship Committee in the Spring of a student's Grade 12 year. The school, businesses, organizations, and individuals in the community donate these scholarships to be presented to Steveston-London graduates. Recipients are selected based on specific criteria unique to each award. Information regarding these scholarships is made available to students just prior to Spring Break.

## **5) Other Scholarships**

- There are many scholarships offered by institutions, industries, unions, businesses, and individuals both provincially and nationally. Students can check the district Career Centre website for information about these scholarships. Information regarding a variety of scholarships can be obtained from the Steveston-London Career Centre.

## **Post-Secondary**

The Career Centre maintains an extensive library of resource materials with information on Canadian post-secondary institutions, some American institutions, as well as some international post-secondary schools. These resource materials help students research their post-secondary options. Post-secondary institutions in BC include the following: trade/polytechnic institutions, colleges/polytechnic universities, and universities. The Steveston-London Career Centre Blog presents timely information related to post-secondary preparations and can be found at: <https://portal.sd38.bc.ca/group/76hmf4v/Blog/default.aspx#/>

### **Trade/Polytechnic Institutions**

BCIT, KPU, and VCC offer career, trade and technical specialties that cover a wide variety of occupations and offer credentials from diplomas to certificates to degrees. Entrance requirements vary.

### **University/Colleges and Polytechnic Universities**

University/Colleges and Polytechnic Universities within the Lower Mainland include Capilano University, Douglas, KPU and Langara. These institutions offer certificates, diplomas, two-year Associate degrees, as well as, four-year Baccalaureate degrees. They also offer one and two-year academic transfer courses to universities. Career, technical and trade certificates, as well as diploma programs are also available.

### **Universities**

There are 11 public and 5 private universities in BC. The main universities located in the Lower Mainland and on Vancouver Island include: UBC, SFU, UVIC, Capilano University, Emily Carr University of Art and Design, Trinity Western, and UFV. These institutions provide undergraduate programs in a variety of disciplines. Specific faculty requirements vary but all programs require English 12 and five (5) or more institution approved grade 12 courses.

# Student Planning Guide

<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
English Language Arts 8	English Language Arts 9	English Language Arts 10 OR English First Peoples 10	English Language Arts 11 OR English Language Art 11 Enriched	English Studies 12 OR English First Peoples 12 OR AP English Studies (including English First Peoples 12)
Social Studies 8	Social Studies 9	Social Studies 10	A Social Studies 11 or 12 Elective	Career-Life Connections 12
Science 8	Science 9	Science 10	A Science 11 or 12 Elective	Grade 12 Elective
Physical and Health Education 8	Physical and Health Education 9	Physical and Health Education 10	Pre-Calculus 11 OR Foundation of Math 11 OR Workplace Math 11	Grade 12 Elective
Math 8	Math 9 OR Math 9 Enriched	Foundations of Math and Pre-Calculus 10 OR Workplace Math 10	Elective	Elective
French 8	Fine Arts Elective	Career Life Education 10	Elective	Elective
Home Economics and Technology Education 8	Applied Skills Elective	Elective	Elective	Elective
Elective (choose one): Band 9, Vocal Ensemble 8, Art and Drama 8 (half a semester each)	Elective	Elective	Elective	Elective

# Grade 8 Program

We welcome all Grade 8 students and families to Steveston-London Secondary! The transition to Grade 8 and life in high school is a very exciting time in the life of a young person. At Steveston-London, we are committed to creating a welcoming, safe and positive experience for all our students.

Counsellors from Steveston-London will visit Grade 7 classes in January to explain all about life at our school and answer any questions students have. We will also host a Grade 7 parent information evening so parents can learn more about the school and ask any questions they may have. In addition to this, there will be an opportunity for students to participate in orientation to secondary school activities in May.

In September, we traditionally offer a 3-days and 2-nights “Grade 8 Camp” experience. At this camp, Grade 8 students will work with senior students and staff members to learn about life in secondary school, how to engage in goal setting, and how to be successful in class and make positive choices. Most importantly, it is a fantastic opportunity for all the Grade 8’s to get to know one another in a safe and welcoming camp experience, while having fun participating in a variety of games and outdoor pursuits!

## **Most students in Grade 8 will take the following courses:**

- English 8
- Social Studies 8
- Mathematics 8
- Physical Education and Health and Career Education 8
- Science 8
- French 8 (French Immersion students - please speak to your counsellor for options)
- Applied Skills 8 (Home Economics/Technology Education)
- Fine Arts 8 (Arts Education/Drama, Instrumental Music, or Vocal Ensemble/Chorale Music)
- Applied Skills 8 – students will take a combination of Tech Education and Home Economics
- Fine Arts 8 - students will have the following choices:
  - o Art Education and Drama 8 (half a semester each)
  - o Band 8 (1 semester) OR Vocal Ensemble (1 semester) OR Chorale Music (1 semester)

Students requiring additional support in Learning Resource or English Language Learning (ELL) classes will have slightly different timetables.

We encourage students and parents to read over the entire Steveston-London Program Planning guide for complete course descriptions of Grade 8 classes, and to learn more about

the wide variety of course options you will have for Grades 9-12. If you have any questions, please ask your Grade 7 teacher or phone the staff at Steveston-London at 604-668- 6668 for more information.

### **Program Planning**

Program planning for Grade 7 students begins in January of a student's Grade 7 school year. Steveston-London counsellors visit the feeder elementary schools to discuss secondary programs, as well as long term planning for future goals. This allows students to begin thinking about decisions necessary for life after secondary school. During these program-planning sessions, students will be guided through their course options and students and parents will receive an email along with a digital course selection form. In addition, during program planning, counsellors and administrators have an information evening for parents. We encourage all parents to attend and participate actively in their child's program planning. It is our goal to enable our new students to enjoy a successful transition to Steveston-London Secondary School.

# Graduation Requirements

Current Grade 8-12 students will need to meet the following requirements to graduate from high school in BC. Please note, these are minimum requirements to graduate. Specific course requirements for various colleges, trade schools and universities will be different. It is the student's responsibility to check these recommended courses with the post-secondary institution and program of their choice. All students must successfully complete **80 credits** or 20 courses in 3 years over Grades 10, 11 and 12.

Required Courses	Total = 52 Credits
1) English Language Arts 10	4 credits
2) Science 10	4 credits
3) A Math 10	4 credits
4) PE 10	4 credits
5) Socials 10	4 credits
6) Fine Arts or Applied Skills 10, 11 or 12	4 credits
7) Career Life Education 10	4 credits
8) English Language Arts 10	4 credits
9) A Social Studies 12	4 credits
10) A Math 11	4 credits
11) A Science 11 or 12	4 credits
12) An English Studies 12 and BC First Peoples 12 OR English First Peoples 12 OR AP English Studies 12 (including English First Peoples 12)	4 credits
13) Career Life Connections and Capstone Project 12	4 credits

Elective Courses	Total = 28 credits
1) Elective Course at the Grade 12 Level	4 credits
2) Elective Course at the Grade 12 Level	4 credits
3) Elective Course at the Grade 10, 11 or 12 Level	4 credits
4) Elective Course at the Grade 10, 11 or 12 Level	4 credits
5) Elective Course at the Grade 10, 11 or 12 Level	4 credits
6) Elective Course at the Grade 10, 11 or 12 Level	4 credits
7) Elective Course at the Grade 10, 11 or 12 Level	4 credits
<b>TOTAL CREDITS FOR GRADUATION</b>	<b>80 Credits</b>

**Graduation Assessments required: Literacy 10, Numeracy 10, and Literacy 12**

For more information and details, refer to the BC Graduation Program Handbook of Procedures: [https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/graduation/handbook\\_of\\_procedures.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/graduation/handbook_of_procedures.pdf)

# Provincial Graduation Assessments

Students are required to write three Provincial Graduation Assessments as part of the graduation requirements. These include the following:

- Graduation Literacy Assessment 10
- Graduation Numeracy Assessment 10
- Graduation Literacy Assessment 12

Grade 10:

- Students are expected to write the Grade 10 Numeracy Assessment and the Grade 10 Literacy Assessment

Grade 12

- Students are expected to write the Grade 12 Literacy Assessment

There will be an opportunity for students to re-write the Provincial Graduation Assessments to improve their achievement level. Until graduation, students may write a Provincial Graduation Assessment up to three times: the original attempt and two re-writes. The best outcome for each of the Provincial Graduation Assessments will be recorded on the student's transcript.

The assessments will be scored on the following proficiency scale:

## Provincial Graduation Assessments:

<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending</b>
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

A student's best proficiency level for the Provincial Graduation Assessments will appear on the student's transcript. However, for the Grade 10 Literacy Assessment, the student's transcript will only indicate "RM" (Requirement Met), and not a proficiency level.

# Academic Enrichment Opportunities

## Enrichment Opportunities

Enrichment curriculum can be offered in a variety of effective ways, dependent upon the subject area, the nature of the curriculum, teaching philosophy, and the specific learning style of the student. At Steveston-London we recognize that students learn in a variety of ways and at different rates, therefore, we offer enrichment opportunities for students in several different models:

- Variety of courses offered
- Subject-integrated enrichment
- Subject-distinct enrichment
- Independent Directed Studies
- Advanced Placement courses
- Resource Based support
- Career Preparation Programs

In several cases, noticeably selected studies areas such as Fine Arts, Applied Skills, Modern Languages, and Physical Education, there are many opportunities for student enrichment via a broad base of curricular and extracurricular experiences. In other instances, enrichment can take the form of greater depth and/or breadth within the subject area focusing on enhancing students' creative and critical thinking skills. This kind of enrichment can take place in a variety of settings. At Steveston-London we offer opportunities for students to explore enrichment by all the methods described above.

Students who want to complement their academic program with more in-depth study in various courses should carefully consider these enrichment opportunities. Should you require further information regarding these descriptions please contact the subject facilitator, your counsellor, or an administrator.

## Enriched Courses

Math 9, 10 and 11 Enriched

English 11 Enriched

*\*Enrichment courses are offered based on requests – if there are too few requests, these enrichment courses may not run.*

AP Courses: English 12, Calculus 12, Chemistry 12

Advanced Placement (AP) is a program of enrichment that allows highly motivated or gifted students to begin their college or university studies while in secondary school. Upon the successful completion of an Advanced Placement course, with an appropriate level of proficiency on an AP exam written in May, a student may apply to colleges and universities in

both Canada and the U.S.A. for advanced standing, course credit or both. UBC, SFU, UVIC, and UNBC all recognize the Advanced Placement program and the students achieving a 4 or 5 on the AP examination may receive advanced placement and credit. Currently, at Steveston-London, AP courses are offered in English Language and Composition 12, Calculus 12 and Chemistry 12. Please note, as with other courses, AP courses are subject to enrollment numbers. Teacher recommendation is also taken into consideration if enrollment exceeds seats available for each of these courses.

**Grade 8-12**

**Course**

**Descriptions**

# Art Courses

## General Art Courses:

### Art 8: Art Education and Drama

*Open to students in Grade 8*

This half-semester Art Education 8 course is about looking at art, discussing art, learning about art and artists, and producing original works of art. The classroom is a place where students are free to experiment, take risks and play, and strengthen their individual expression and development. Students will be given an overview of the different art options offered in more senior courses. Students will be expected to complete several art projects and maintain a sketchbook/journal. The other half of the same semester will be spent in Drama 8.

### Art 9: Art Studio

### Art 10: Art Studio

*Open to students in Grade 9 and 10*

This course is designed for students in grades 9 and 10 who love to draw, paint, and create 3-dimensional art forms. It is organized into themes, designed to stimulate the imagination, and encourage interpretation, expression, and development of personal imagery. Cubism, surrealism, and expressionism are some of the art movements explored through drawing, painting, sculpture, and printmaking. We will also explore First Peoples perspectives, knowledge, art techniques, styles, and symbolism. Students will develop their portfolios and maintain a sketchbook/journal of their visual thinking and exploration.

### Art 11: Art Studio

*Open to students in Grade 11 and 12*

Art Studio 11 provides a foundational program for beginning art students and allows advanced art students to continue developing their interests and expertise in drawing, painting, printmaking, and sculpture. Students will explore related cultural and historical issues, with emphasis on personal and social relevance. All students will develop a portfolio of their works and maintain a sketchbook/journal, as a record of their visual thinking and exploration.

### Art 12: Art Studio

*Recommended Prerequisite: 2 senior level Art courses taken previously or concurrently.*

*Open to students in Grade 11 and 12*

This course is for serious art students who will work in consultation with the teacher on an area of specialty. It provides experienced art students with an opportunity to prepare an art portfolio for employment or preparation for post-secondary schools of art, design, and media. Students will work to prepare for portfolio evaluations on portfolio day at the Emily Carr University of Art and Design, to study an area of interest in depth, to plan an exhibition and to participate in work experiences in an art-related field. This course is designed for passionate visual art students who may pursue a career in the art field. All major art institutions require a

serious art portfolio and an art resume that describes how the student has applied their skills in the school and community. In our society, we are bombarded with a wide array of visual information every day. Companies and businesses are always looking for innovative and creative images to capture new markets in an ever-changing world. Careers in art related fields are in high demand and range from graphic designer, photographer, architect fashion designer, animator, to set and theatre designer, freelance artist, illustrator, museum curator or art teacher! What each field has in common is a working understanding of the elements and principles of art and design and, in each profession, a personal willingness to create original and innovative work. Using a variety of tools, students who enter the Art Careers Career Preparation program will have the opportunity to both develop a portfolio for post-secondary institutions and test their creativity and imagination in an art-related workplace setting.

### **Ceramics and Sculpture Courses:**

#### **Art 9: Visual Arts – Ceramics and Sculpture**

#### **Art 10: Studio Arts 3D**

#### **Art 11: Studio Arts 3D**

Are you interested in 3D art? Do you like to use your hands and build things? Here is your chance to experiment with different materials to create practical objects through pottery and ceramics. Using the following media: clay, plaster, wood, stone, and various other materials, students will create realistic and free form sculptures. Masks, animal morphs, paper sculptures, plaster castings, carving, wire, and paper-mâché, are examples of some of the materials and techniques you will use. Those students who complete a level one course in 3D art may further their studies by enrolling in two higher level ceramic and sculpture courses.

#### **Art 12: Studio Arts 3D**

Studio Arts 3D 12 is a continuation of the experiences in Studio Arts 3D 11, with emphasis on specific areas of concern using independent studies.

### **Drawing and Painting Courses:**

#### **Art 9: Visual Arts – Drawing and Painting**

#### **Art 10: Visual Arts 2D**

*Open to students in Grade 9 and 10*

This course is for students who love to draw and paint. Students will gain expertise in a variety of drawing and painting techniques and will become acquainted with various art styles and trends. All students will be expected to develop a portfolio of artwork and maintain a sketchbook/journal of their visual thinking and exploration, while developing their own unique personal visual style. Students will create artworks that demonstrate personal, cultural, and historical contexts.

### **Art 11: Visual Arts 2D**

*Open to students in Grade 11 and 12*

Visual Arts 2D 11 focuses on drawing and painting using figure drawing as the basis for the course content. Drawing and Painting allows students to design, compose and communicate in the pictorial arts through an understanding of materials, processes, skills, personal critique, and the historical underpinnings of Art. Understanding the proper use of materials such as pencil, pencil crayon, pastel, charcoal, watercolor and acrylic paints will be emphasized. Visual Arts 2D 11 will meet the needs of students wishing to continue their education in art through more advanced experiences in drawing and painting. The course will be conducted in a student-directed format.

### **Art 12: Visual Arts 2D**

*Recommended Prerequisite: Visual Arts 2D 11.*

*Open to students in Grade 11 and 12*

This course meets the needs of students wishing to continue their education in art through more advanced experiences in drawing and painting. In this course, students will create art works that reflect their own unique personal voices, stories, and values. Students will be encouraged to apply their great skills and vision outside of the classroom into our school and in the community. Through this course, students will develop their own personal styles and vision in sketchbook/journals, in studio work and in life-drawing.

### **Multimedia and Technology Courses:**

#### **Art 11: Multimedia and Technology**

*Open to students in Grade 11 and 12*

Multimedia and Technology is a course that blends electronic technology and multimedia, encompassing classical and digital editing, manipulation, photography, video/film, and various media forms for creative expression. Students explore the societal impact of electronic technology and multimedia, as well as mass media influences. The curriculum includes hands-on learning of essential computer applications like Adobe Illustrator, Adobe Photoshop, InDesign, iMovie, and others, empowering students to produce meaningful digital artwork.

#### **Art 12: Multimedia and Technology**

*Open to students in Grade 11 and 12*

This course is designed for students who would like to continue developing skills and knowledge in electronic technology, which was introduced in Media Arts 11: Multimedia and Technology. Both Media Arts 11 and 12 takes place in a collaborative studio environment where students are encouraged to take risks to create innovative, original, and meaningful media artworks.

### **Art 11: Media Arts Digital Media**

*Open to students in Grade 11 and 12*

Welcome to Digital Media! Do you enjoy reading comic books, graphic novels and watching movies? Here is a hands-on opportunity to learn how make them! The Art department has state of the art hardware: digital cameras, studio lighting, green screens, backdrops, etc. Our computer lab has all the necessary software to edit and produce your projects using Adobe Illustrator, Adobe Photoshop, InDesign, iMovie, and other programs to produce their digital artwork.

### **Art 12: Media Arts Digital Media**

*Open to students in grades 11 and 12*

This course is designed for media/art students who wish to further refine and develop their skills and techniques in the digital/media field. It is also designed for serious media students, who may be interested in pursuing a career in film, design, animation, and special effects. Students taking this course will be encouraged to explore self-directed projects using some of the latest visual technologies.

### **Photography Courses:**

#### **Art 10: Photography Level 1**

*Open to students in Grade 9, 10, 11 and 12*

Discover the art and science of photography in our Level 1 course designed for students in grades 9-12. Immerse yourself in the technical aspects of the craft by learning about the enlarger, 35mm film camera and digital camera. Navigate the fascinating processes of the darkroom, experimenting with chemicals to develop your unique images. Following this hands-on experience, delve into the inspiring world of renowned photographers, exploring their artistry and techniques. Uncover the secrets behind their masterpieces, gaining insights that will shape your own creative journey. This comprehensive exploration of both the technical and artistic facets of photography sets the foundation for a lifelong passion.

#### **Art 11: Photography Level 2**

*Recommended Prerequisite: Photography Level 1.*

*Open to students in Grade 10-12*

This intermediate photography course builds upon traditional skills, progressing from the use of an enlarger to a deeper understanding of DSLR cameras. Students will learn about aperture, shutter speed, and ISO, enhancing their technical knowledge to intentionally capture visually interesting photos. Emphasis remains on content and ideas, with ongoing darkroom practice and skill acquisition. In digital photography, students will utilize Adobe Lightroom Classic for editing, exploring colour correction, combining image and type, and lighting effects. The course explores the technical, practical, and commercial aspects of contemporary photography, encouraging students to apply these concepts in their original and creative visual work.

### **Art 12: Advanced Photography Level 3**

*Recommended Prerequisite: Photography Level 1 and Photography Level 2.*

*Open to students in Grade 11 and 12*

This advanced course is designed for dedicated photography students who are passionate about the craft and wish to refine their skills in preparation for a career in photography or post-secondary art programs. Building upon the foundation of Levels 1 and 2, students will showcase their mastery of techniques and styles through self-directed assignments that encourage exploration of diverse genres such as documentary, landscape, photojournalism, advertising, product photography, conceptual art, and fashion photography. Students will research modern and world-renowned photographers for inspiration, gaining insight into photography's impact across cultures and industries. They will also explore potential careers in photography, developing a deeper understanding of the field. Emphasis will be placed on crafting a cohesive and meaningful portfolio that tells compelling stories using advanced digital camera techniques and professional editing skills. This course requires a high level of self-motivation and a willingness to collaborate in a studio-like environment to create polished and impactful works.

### **Print Making and Graphic Design Courses:**

#### **Art 11: Graphic Arts – Foundations in Visual Communication**

*Open to students in Grade 11 and 12*

This course introduces students to graphic design as a professional discipline, an academic study, and an applied art form. Graphic design focuses on creating visual communications intended to convey specific messages to targeted audiences. Students will explore the elements and principles of design, such as line, shape, texture, color, balance, and contrast, as fundamental tools for crafting effective visual messages. Hands-on projects will allow students to apply these concepts through advanced logo design, magazine layouts, advertising poster designs, and more. Using industry-standard software, including Adobe InDesign, Illustrator, and Photoshop, students will develop technical skills and learn to solve creative problems in ways that align with real-world commercial art practices.

#### **Art 12: Graphic Arts – Advanced Visual Communication**

*Open to students in Grade 11 and 12*

This advanced course is designed for students aspiring to pursue careers or further education in graphic design or related fields. Building on the foundation of Graphic Design 11, students will refine their skills in visual communication, focusing on professional-level projects. They will undertake sustained development of a specific area of interest, such as branding, advertising campaigns, or digital media production, culminating in a polished, commercially viable portfolio. Emphasis will be placed on mastering technical skills, fostering creative problem-solving, and understanding the role of graphic design in social and cultural contexts. Students will work with software like Adobe InDesign, Illustrator, and Photoshop to create dynamic and impactful designs.

## Yearbook Courses:

### **Art 10: Yearbook**

### **Art 11: Yearbook**

### **Art 12: Yearbook**

*Open to students in Grade 10, 11 and 12*

Graphic design, desktop publishing and digital photography are skills learned in these courses. Grade 10-12's, be part of this amazing tradition. Unleash your creative genius. Make your yearbook memorable with crisp, eye-catching digital photos and dazzling page layouts. In this course, our yearbook team will create a full colour, 230-page record of our school life. Students will gain proficiency in desktop publishing using Adobe InDesign, learn the art of digital photography using DSLRs and professional strobe lighting and learn to edit photos using the applications iPhoto and Adobe Photoshop and Lightroom. Students will also learn to incorporate current design principles into the yearbook, to create eye catching page layouts and create illustrations for their layout work using Adobe Illustrator and drawing tablets to draw and paint directly on the computer screen. Students will also develop leadership and decision-making skills while finding ways to include all students and staff members in a yearbook that every student, staff member and member of the community will be proud of. In this course, all students collaborate to determine the overall theme and style of the yearbook and design pages for departments, grades, clubs, teams, and special events. Grade 12's design your grad portraits, grade survey, winter formal, and friendship photos. Grade 8's, you can be involved too by joining the Yearbook Club.

## **Business Education Courses**

### **General Business Courses:**

#### **Business Education 11: Accounting**

#### **Business Education 12: Financial Accounting**

*No prerequisites. Open to all students in Grades 10-12.*

This is an introductory course to basic accounting concepts, principles, and procedures. Students will prepare and analyze professional accounting records and be able to evaluate the operations of a business. This course is a prerequisite for Accounting 12 and it is recommended for those who wish to complete a university/college business program or for those who wish to gain a fundamental understanding of accounting practices. Students who are in Grades 10-11 will be given credit for Accounting 11, while those in Grade 12 will earn credit in Financial Accounting 12, so please sign up for the appropriate course (according to your grade).

#### **Business Education 12: Accounting**

*Recommended Prerequisite: Accounting 11 or Financial Accounting 12.*

Open to all students in Grades 11 and 12. Accounting 12 provides opportunities for practical application of the principles taught in Accounting 11/Financial Accounting 12. Advanced

procedures and techniques are used in learning accounts receivable, accounts payable, merchandise/inventory accounting, cash control procedures, and other important concepts. This course is highly recommended for those who wish to complete a university/college business program. It is accepted as a Grade 12 academic course at post-secondary institutions such as Capilano University and Emily Carr University.

### **Business Education 10: Marketing Entrepreneurship**

*No prerequisites. Open to all students in Grades 9-10*

Marketing and Entrepreneurship 10 is an introduction to the main strands of the Business Education curriculum: marketing, banking/finance, economics, and entrepreneurship. After completing this course, students may pursue further studies in Accounting, Marketing, E-Commerce, and/or Economics. Students taking this course will receive credit for their Applied Skills 10 graduation credits.

### **Business Education 12: Economics**

*No prerequisites. Open to all students in Grade 11 and 12.*

This course is highly recommended for students pursuing a career in commerce. Topics include important Canadian industries such as oil/gas, corporations, supply/demand, inflation, unemployment, and world trade. Economics 12 is accepted as a Grade 12 academic course at SFU.

### **Senior Marketing Courses:**

Senior Marketing Courses are open to all students in Grades 10-12. Students who are keen on Marketing should take Marketing Promotions 11 (a Retail Marketing Approach) and Marketing E-Commerce 12 (an E-Commerce Approach) in consecutive years. When students sign up for these courses, they receive grade-appropriate credit. The focus of the Marketing curriculum alternates each year. Both courses take a hands-on practical approach to learning about marketing and business. Individual projects and inquiry-based learning in groups will be the main vehicles for assignment completion.

### **Business Education 11: Marketing Promotions**

*No prerequisites*

This is an activity-based course about the basic concepts of marketing. The content will be taught from both a domestic and global perspective. Examples of concepts discussed include the following: marketing strategies, the marketing mix, the AIDA model, distribution, promotion, market research, targeting, segmentation and positioning. This course is beneficial for students interested in entrepreneurship, employment in a service or sales position, and/or further study/experience in business administration, management and/or marketing.

## **Business Education 12: Marketing E-Commerce**

*No prerequisites*

This course is a study of marketing from a web or mobile-based perspective. It focuses on the way that basic retail concepts are applied to the world of online marketing. Students will gain an understanding of the evolution, nature, and economics of E-Commerce. This course will discuss how E-Commerce affects distribution channels, revenue models and the promotion of online retail operations. Students will also investigate the ways that businesses develop their digital retail environments. This course is accepted as an academic 12 course at Capilano University and Emily Carr University.

## **Information and Communication Technology (ICT) Courses:**

### **Business Education 10: Computer Studies**

*Open to all students in Grades 9 and 10*

Computer Studies 10 is designed for all students with an interest in technology. The course is hands-on, self-paced, and project based. Students will explore the design process with the goal of creating meaningful, impactful compositions that target different modes, whether that be a digital screen, a physical print, or the airwaves. Students will learn applications for school and life – creating impactful slide decks, designing eye-catching print media, and manipulating data in spreadsheets. Examples of software and applications used in this course include the following: Photoshop, Premiere Pro, Canva, Sheets/Excel, Visual Studio Code. A key component of this course is building proficiency in typing technique. A thread of digital citizenship appears throughout all elements of the course. This is the ideal course for all students who are interested in investigating and mastering technology in a relevant and creative way.

### **Business Education 11: Digital Communications and Media Design**

*Open to all students in Grades 10-12*

This course is designed to be a continuation of the creative branch of Computer Studies 10. The course covers four mediums: images, video, print, and web. Students will have the opportunity to exercise digital literacy and further develop their skills in graphic design, web design, digital image manipulation. There is also a portion devoted to video editing and production techniques. HTML/CSS, Photoshop, Premiere Pro, After Effects, and more are incorporated into the course. This course builds a foundation in a variety of technology skills. This is recommended for students who have completed Computer Studies 10 and have a leaning toward the creative, design branch of tech.

### **Business Education 12: Digital Media Development**

*Open to all students in Grades 10-12*

Digital Media Development is a continuation of Digital Communications and Media Design 11. At the end of the course, successful students will have developed a portfolio of content that spans these modes. In addition to developing the skills needed to be a proficient and thoughtful content creator, we will explore the social impact of created content and the moral and ethical implications of digital media. Students also look at the distribution of information through

social and mainstream media, and the implications of consuming media from different streams. Students will learn how to effectively use equipment to create assets to work on. Equipment includes digital cameras, steady-cams, tripods, microphones in addition to the computers that we will use to produce the final products. Applications include a collection of programs inside Adobe's Creative Cloud like Premiere Pro, Photoshop, Illustrator, and InDesign. This course is also accepted as a grade 12 academic course at Capilano University.

### **Business Education 11: Computer Programming Level 1**

*Recommended Prerequisite: Computer Studies 10*

*Open to all students in Grades 10-12*

Programming Level 1 is designed as an introduction to computer programming and computer science through the lens of design. Students explore design workflow, testing and industry best practices. Students will be exploring one of a set of programming languages including: Python, Racket, Pyret, and Swift. Concepts vary in scope and breadth. After establishing fundamentals with syntax, we explore, in short, abstraction, systematic design, optimization. This course fulfills the ADST graduation requirement.

### **Business Education 12: Computer Programming Level 2**

*Recommended Prerequisite: Programming 11*

*Open to all students in Grades 11 and 12*

Programming Level 2 builds on the foundation of Level 1. This course focuses on designing applications that run faster and more efficiently without sacrificing readability. Students will continue to refine practices introduced in Level 1. Understanding design fundamentals remains key. Content covered includes automating tasks, game development theory, time and space complexity. Students will also be introduced to version control systems. If students wish, they will have the opportunities to create and develop portfolios. This is accepted as a grade 12 academic course at the University of Victoria, The University of Alberta and Capilano College. This course fulfills the ADST graduation requirement.

### **Business Education Work Experience (WEX) Courses:**

*No prerequisites. Open to all students in Grade 12.*

Students may select from the following courses:

#### **Business Education 12: WEX Accounting**

#### **Business Education 12: WEX General Business**

#### **Business Education 12: WEX Law**

#### **Business Education 12: WEX Marketing**

Students must complete 100 hours of work experience during the year (90 hours of work experience outside the classroom and 10 hours in the classroom). The workplace placement will be determined by the student's general interest and best fit in terms of workplace opportunities available. This is a linear course that runs from September until June. Since this is an off-timetable course, students must complete their 90 hours during their spare time, after school, evenings, weekends, days off and/or during Pro-D days. The 10 classroom hours will consist of meeting and correspondence with your work experience teacher along with the

necessary assignments to complete this course. Further information is available in the Career Preparations Program section of this guide.

## **Career Education Courses**

### **Career Education Courses:**

The Career Education curriculum support students in the process of providing them with opportunities to explore a variety of careers and options for their future. This program is required by the Ministry of Education for all grade 8-12 students and is designed to support student's growth as a learner. Each year, students will focus on the big ideas of the curricula and participate in a variety of activities in their Connections Classes and on Conference Days, as well as some online activities.

Career Education supports students as they prepare to make future educational and career life plans that are thoughtful, informed, and balanced. Graduates must be able to adapt to ongoing change in many aspects of their lives in college, university, or work. Career Education helps students bridge the gap between classroom learning and workplace and post-secondary realities and it is intended to make their learning meaningful and relevant.

The Career Education 8-12 Program Consists of the following:

- **CLC 8: Career Life Connections**
- **CLC 9: Career Life Connections**
- **CLC 10: Career Life Connections**
- **CLE 10: Career Life Education or CLE: Career Life Education/Peer Helping Leadership (4 credits)**
- **CLC 11: Career Life Connections (2 credits)**
- **CLC 12: Career Life Connections (2 credits)**

### **CLC 8-10: Career Life Connections**

As part of Career Education all students in grades 8, 9, and 10 meet in monthly Connections Classes with their Connections teacher, as well as a bi-annual Conference Day where students work will focus on Personal Awareness, Exploration, and Development. Most activities and assignments will be completed during Connections Classes, where students will work with their Connections mentor teacher, and they will also attend two Conference Days during the school year.

### **CLE 10: Career Life Education Courses:**

*Career Life Education (CLE) 10 is a required course for graduation, and students can select from the following two options: **Career Life Education 10 or the Career Life Education: Peer Helping-Leadership 10***

### **CLE 10: Career Life Education**

In this 4-credit course, students will further refine their understanding of the links between personal development and their career decisions. Students will consider regional and global trends to reflect on career possibilities, refine their understanding of safety requirements associated with occupational areas and related technologies, and further develop and refine their understanding of career possibilities through planning, practice, and application of competencies and knowledge. For some students, a successful transition from secondary school will involve a direct path to further education, while for others it will involve a direct path to the world of work. In this course, students will begin to develop their transition plans and will learn more about workplace experience.

### **CLE 10: Career Life Education/Peer Helping Leadership**

Peer Helping-Leadership is for students who want to assume leadership roles within the school, and are interested in being role models, especially for our younger students. This course is suited to students who enjoy participating in a variety of activities, are reflective and willing to take risks, and who love working with and helping others. The course includes the learning outcomes of Career Life Education 10, as well as addressing additional social responsibility skills. The program includes units on Leadership, Helping Skills, Communication, and Conflict Resolution. Peer Helpers are provided with opportunities to be involved in a wide variety of authentic leadership activities and events, which may include Buddy activities, Grade 8 Social Responsibility Day, and/or Grade 7 Fun Day.

### **CLC 11: Career Life Connections**

In CLC 11, students will take the two credit Career Life Connections via the Connections classes, Conference Days, and self-directed online assignments. Students will investigate and explore their interests, passions, and future goals through the inquiry process. As well, with the help of a mentor, students will complete the Capstone Project proposal.

### **CLC 12: Career Life Connections**

In CLC 12, students will complete their culminating Capstone project in their Career Life Connection course. The Capstone will be a self-directed, personalized representation that showcases and celebrates what the student has reflected upon, synthesized, and learned along their journey. Throughout the two-year process, students will complete a 30-hour volunteer/work experience requirement to explore career paths and contribute to the community. By completing CLC 11 and CLC 12 students will earn their four-credit graduation requirement.

## **English Courses**

### **English 8: English Language Arts**

English Language Arts 8 focuses on the study of both literature and language and provides an excellent opportunity for students to improve their specific competencies in reading, writing,

listening, and speaking. A major goal of English Language Arts 8 is to foster understanding and appreciation of various forms of literature, enabling students to discover personal meanings in works that are part of our literary heritage. Emphasis is placed on the development of composition skills and higher-level thinking skills, as well as the recognition that what we hear, read and view contributes to our ability to be educated and engaged citizens.

### **English 9: English Language Arts**

*Recommended: English Language Arts 8*

English Language Arts 9 is designed for grade 9 students to develop their appreciation of literature and be challenged as readers, writers, and thinkers. This course builds upon and extends the skills and concepts from English Language Arts 8. Working with print, spoken, and visual texts will give students more opportunities to read, discuss, respond, and make increasingly insightful connections between their own and others' experiences. Students may be introduced to different forms of academic writing this year in preparation for English Language Arts 10 but will also explore a variety of other forms of writing, so they come to develop their own voice and increase their abilities with conventions of the language. Self-monitoring, reflecting, and goal setting will be emphasized so students become aware of their own learning processes and how they can improve.

### **English 9: English Language Arts Spectrum**

*Recommended: English Language Arts 8*

English 9 Spectrum follows the same curriculum and is assessed using the same Big Ideas and Curricular Competencies as English 9. However, English 9 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. If spaces become available for Spectrum 9, the program will accept applications. For more information, see the Spectrum Program website at: <https://slss.sd38.bc.ca/school-info/spectrum-program>

### **English 10: Creative Writing and Literary Studies**

*Recommended: English Language Arts 9 or appropriate ELL Level*

The goal of English Language Arts 10 is to help students successfully make the transition from junior to senior English by building upon and extending the skills and concepts covered in English Language Arts 9. Coursework is designed for grade 10 students to facilitate mastery of the current BC Learning Standards and is designed to help students become better readers, writers, speakers, and thinkers. Students will be exposed to modern works of non-fiction and literature through a variety of mediums from print to digital, as well as explore a diversity of perspectives from First Peoples, Canadian and International voices. The course also provides students opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the sampling of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, and practice their writing. Depending

on the needs of the students, the focus of English Language Arts 10 may also be drawn from a combination of the following alternative modules:

- New Media: Recognizing digital literacy as an essential characteristic of the modern citizen
- Spoken Language: Working collaboratively and individually to create and use spoken language to produce original pieces in a variety of modes

### **English 10: English First Peoples Creative Writing and Literary Studies**

*Recommended: English Language Arts 9 or appropriate ELL Level*

English First Peoples 10 builds upon and extends grade 10 students' previous learning experiences in English Language Arts courses. The course is grounded in the First Peoples Principles of Learning and will delve deeply into the First Peoples' oral and written literature. It is designed for all students to think creatively and critically as they continue to explore, extend, and strengthen their own writing, representing, reading, viewing, speaking, and listening. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Furthermore, through the study of authentic, Indigenous text students will be able to:

- extend their capacity to communicate effectively in a variety of contexts
- deepen their understanding of themselves and insights into key aspects of Canada's past, present, and future as related to first Peoples
- expand their understanding of what it means to be educated Canadian and global citizens
- develop learning outcomes for both Literacy Studies and Writing
- meet the English Language Arts requirement for Grade 10

*Please note: this course allows students to meet the graduation requirement, which is to have 4 credits in both an Indigenous-Focused course, and the English Language Arts requirement for all students graduating in BC after September 2023.*

### **English 10: Creative Writing and Literary Studies Spectrum**

*Recommended: English Language Arts 9*

English 10 Spectrum follows the same curriculum and is assessed using the same Big Ideas and Curricular Competencies as English 10. However, English 10 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. If spaces become available for Spectrum 10, the program will accept applications. For more information, see the Spectrum Program website at: <https://slss.sd38.bc.ca/school-info/spectrum-program>

### **English 11: Composition**

*Recommended: English Language Arts 10 or English First Peoples 10*

Composition 11 builds upon and extends the skills and concepts taught in English Language Arts/English First Peoples 10 and is designed to support grade 11 students as they refine, clarify, and adjust their written communication through practice and revision. Students will

read and study compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students to, with increasing independence, study, create, and write original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations. They will develop confidence in their abilities as they consolidate their writing craft. The following are possible areas of focus within Composition 11:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

### **English 11: Composition Enriched**

*Recommended: English Language Arts 10*

Composition 11 Enriched follows the same curriculum and is assessed using the same Big Ideas and Curricular Competencies as Composition 11. Composition 11 Enriched incorporates elements of enrichment, which could include the deeper exploration of skills and concepts, the introduction of skills from English 12 and/or the selection of more challenging texts.

### **English 12: English Studies**

*Recommended: Composition 11 or Composition 11 Enriched*

This academic course builds upon and extends the skills and concepts taught in Composition 11 to prepare Grade 12 students for post-secondary studies. English Studies 12 will focus on the appreciation and analysis of literature, the continued development of speaking and listening skills, and an expanding awareness of the influence of mass media in our lives. English Studies 12 employs increased, technical skill in formal academic writing, including rigorous studies in sentence structure, style, and expository and argumentative writing. Evaluation will be based on examinations, paragraph and essay compositions, creative and reflective writing, visual representations, and oral and cooperative assignments.

### **English 12: English First Peoples**

English First Peoples 12 builds upon and extends grade 12 students' previous learning experiences in English Language Arts courses. The course is grounded in the First Peoples Principles of Learning and will delve deeply into the First Peoples' oral and written literature. It is designed for all students to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions. Furthermore, through the study of authentic Indigenous text students will be able to:

- extend their capacity to communicate effectively in a variety of contexts
- deepen their understanding of themselves and insights into key aspects of Canada's

- past, present, and future as related to First Peoples
- expand their understanding of what it means to be educated Canadian and global citizens

*This course meets the new graduation requirement to have 4 credits in both an Indigenous-Focused course, and the English Language Arts 12 requirement for all students graduating in BC after September 2023.*

### **English 12: Advanced Placement (AP) Language and Composition**

*Recommended: Composition 11 or Composition 11 Enriched*

This course is designed to be an introductory post-secondary level course in which grade 12 students will work with a broad and challenging range of non-fiction prose selections. The focus of this course will be on deepening awareness and understanding of rhetoric and how language functions to accomplish different purposes. Course readings will feature a wide range of texts from a variety of authors and historical contexts. Ideal candidates for this course are self-motivated with strong reading, writing, discussion, and analysis skills. This course will cover all requirements of the regular English Studies 12 curriculum. Students can earn university credit for this course if they are successful in writing the optional A.P. exam. It will run on a linear schedule (every other day from September to June). To be enrolled in this course, students must also register for a study block. Students will then have their English Studies 12 A. P. class and their study block on alternate days in the same block from September to June. Please Note: Only one A.P. English course will be offered per school year. If there is more student interest than seat availability, English Studies teacher recommendations will be considered.

## **English Language Learning (ELL) Courses**

### **ELL: Level 1 – Beginning Courses:**

**ELL 1: English Junior** (for Grades 8 to 9)

**ELL 1: English Senior** (for Grades 10 to 12)

**ELL 1: Science Junior** (for Grades 8 to 9)

**ELL 1: Science Senior** (for Grades 10 to 12)

**ELL 1: Social Studies Junior** (for Grades 8 to 9)

**ELL 1: Social Studies Senior** (for Grades 10 to 12)

ELL Beginning English courses develop students' listening, speaking, reading, and writing skills. Students learn to communicate in everyday situations, read simple passages and stories, and write short paragraphs. Grammar and vocabulary are also taught in context. In the ELL Beginning Social Studies course, the focus is on Canadian geography and culture while the ELL Beginning Science course introduces basic science concepts.

### **ELL: Level 2 – Developing Courses:**

**ELL 2: English Junior** (for Grades 8 to 9)

**ELL 2: English Senior** (for Grades 10 to 12)

**ELL 2: Science Junior** (for Grades 8 to 9)

**ELL 2: Science Senior** (for Grades 10 to 12)

**ELL 2: Social Studies Junior** (for Grades 8 to 9)

**ELL 2: Social Studies Senior** (for Grades 10 to 12)

ELL Developing English courses continue to improve students' listening, speaking, reading, and writing skills. Students participate in class discussions and make short presentations. Reading strategies, vocabulary-building skills, grammar elements, and paragraph writing are taught in context with fiction and non-fiction works. In the ELL Developing Social Studies course, Canadian geography and culture are emphasized, and the ELL Developing Science course focuses on developing basic science concepts.

**ELL: Level 3 – Expanding Courses:**

**ELL 3: English Junior** (for Grades 8 to 9)

**ELL 3: English Senior** (for Grades 10 to 12)

**ELL 3: Social Studies Junior** (for Grades 8 to 9)

**ELL 3: Social Studies Senior** (for Grades 10 to 12)

ELL Expanding courses teach listening, speaking, reading, and writing skills in greater detail with an emphasis on reading comprehension and writing formally. Students learn the structure and process of academic writing in paragraphs and essays. Communication skills are further developed through interviews, discussions, and oral presentations. In the ELL Expanding English course, students examine plot, theme, setting, characterization, and other literary devices in short stories and novels. Students also learn and review grammar rules to become better at communication. Opportunities may be provided to develop an appreciation for poetry. The ELL Expanding Social Studies course focuses on Canadian history, geography, current events, cultural and social issues.

**ELL: Level 4 – Consolidating Courses:**

**ELL 4: Transitional English Junior** (for Grades 8 to 9)

**ELL 4: Transitional English Senior** (for Grades 10 to 12)

This course focuses on developing students' reading and writing skills at a higher academic level. A variety of literary genres are examined. Non-fiction works may include biographies, newspapers, and magazine articles. Students write various kinds of compositions, such as narrative, expository, synthesis, and descriptive. Literary devices are studied in greater detail, as well as mechanics of writing, including style and grammar. Students also increase their fluency and confidence in speaking English in more complex discussions and presentations.

**ELL: Level 5 – Bridging Course:**

**ELL 5: Support Block** (for Grades 8 to 12)

This is a one-to-two-year non-enrolling program, depending on each student's needs. Support for ELL-Bridging is ongoing, and students may seek assistance as needed or as required by the ELL-Bridging teachers. Workshops for ELL Bridging students are offered throughout the year to support specific areas of language development.

ELL: Beginning Level 1 (3 courses)	ELL: Developing Level 2 (3 courses)	ELL: Expanding Level 3 (2 courses)	ELL: Consolidating Level 4 (1 courses)
Beginning English	Developing English	Expanding English	Consolidating English
Beginning Socials	Developing Socials	Expanding Socials	-----
Beginning Science	Developing Science	-----	-----

## Home Economics Courses

### **Home Economics 8: Home Economics and Technology Education**

This is a creative journey in foods and textiles design. Get ready to explore the exciting worlds of food and textiles in Home Economics 8, where hands-on creativity meets meaningful learning. Infused with Indigenous worldviews and principles, this course invites students to discover the art of food preparation and the joy of baking. In the Foods component, you'll embark on a flavorful adventure, learning kitchen safety and creating delicious dishes. In the Textiles component, you'll unleash your inner designer by working with fabrics, mastering how to use sewing machines, and bringing projects to life with basic sewing techniques. This course is your gateway to lifelong skills and creative inspiration!

### **Junior and Senior Home Economics Courses:**

Discover the Art of Food Studies! Step into the kitchen and unleash your inner chef with our exciting Food Studies courses! From mastering the basics of creating delicious meals and desserts in Level 1 to crafting gourmet dishes, exploring global cuisines, and perfecting advanced techniques in Level 3 and 4, there's something for everyone. Learn to cook with creativity, make sustainable food choices, and understand the cultural influences behind your favorite dishes. Whether you're whipping up pasta, sushi, macarons, or brunch classics, each course will build your confidence, skills, and passion for culinary arts. Let's get cooking!

### **Home Economics 9: Food Studies Level 1**

Learn how to make delicious meals, fabulous desserts, and tasty snack foods! Enjoy and develop your passion for cooking, as well as advancing your cooking skills and knowledge. Experience food preparation skills that will help you create impressive dishes while making smart food choices for a healthy lifestyle. Students will have the opportunity to explore different cultural influences in the food we eat. This course is for students in grade 9 to 12 who wish to build on the fundamentals from Home Economics 8. There is little outside homework given in this course and most marks come from the work you create in class.

### **Home Economics 10: Food Studies Level 2**

*Recommended Prerequisite: Food Studies Level 1*

Students in the course will have an opportunity to apply principles of design into creative meal and recipe planning using intermediate food preparation techniques such as exploring different

cuisines and techniques from around the world. Students will also increase their awareness of the social, ethical and sustainability considerations and their impact on our food sourcing. Students may learn impressive skills like making pasta, salads, and quiche. There is little outside homework given in this course and most marks come from the work you create in class. This course is designed to give students the opportunity to build on the foundational skills in level one and build confidence before moving into Level 3 or 4.

### **Home Economics 11: Food Studies Level 3**

### **Home Economics 12: Food Studies Level 4**

(These courses are taught together with an alternating curriculum each year)

*Recommended Prerequisite for Food Studies Level 3: Food Studies Level 2*

*Recommended Prerequisite for Food Studies Level 4: Food Studies Level 3*

Students in this course will have an opportunity to apply principles of design into creative meal and recipe planning using advanced food preparation techniques such as (depending on the year) mastering cake decorating techniques, garnishing techniques, gourmet cooking, creating appetizers/brunches, and exploring cuisines from around the world. Students will also increase their awareness of the social, ethical and sustainability considerations and their impact on our food sourcing. Students may learn impressive skills from making wontons, sushi, and ice-cream from scratch, to making Jamaican beef patties, and macarons. There is little outside homework given in this course and most marks come from the work you create in class.

### **Textiles Courses**

Explore the World of Textiles! Unleash your creativity and dive into the exciting world of textiles, where fashion, crafting, and design collide! From beginner-friendly sewing projects like cozy pajamas and plushies in Textiles 1, to advanced garment-making and intricate crafts in Textiles 4, there's something for everyone. Along the way, you'll explore fashion illustration, design techniques, global trends, and sustainability, all while crafting projects that reflect your unique style. Whether you're dreaming of creating runway-worthy outfits or making adorable, handcrafted treasures, our textiles courses will inspire, challenge, and help you bring your creative visions to life!

### **Home Economics 9: Textile Studies Level 1**

Get ready to explore your creativity and dive into the world of textiles with Textile Studies 9 Level 1! Whether you're excited to sew garments like cozy pajamas, skirts with zippers, stretch t-shirts, or craft fun projects like plushies, needle felting, crochet, or quilting, this course lets you choose your path. You'll learn essential sewing machine and serger techniques while starting your fashion portfolio with illustrations, learning about Canadian designers, and discovering the secrets of great design. This hands-on course is all about creating, experimenting, and having fun with textiles.

### **Home Economics 10: Textile Studies Level 2**

*Recommended Prerequisite: Textile Studies 9 Level 1*

Take your sewing and crafting skills to the next level with Textile Studies 10 Level 2! Whether you're designing your own garments with advanced sewing techniques or crafting intricate projects like punch needle art or detailed quilting, the choice is yours. Explore pattern alterations, decorative stitching, and design fundamentals, while creating a personalized project plan. You'll dive into fashion principles, study global designers, and discover how sustainability and creativity shape the industry. This course is all about building confidence and showcasing your style through exciting, hands-on projects.

### **Home Economics 11: Textile Studies Level 3**

*Recommended Prerequisite: Textile Studies 10 Level 2*

Level up your skills and creativity in Textile Studies 11 Level 3, where you'll tackle advanced sewing techniques, draping, and working with specialty fabrics. Whether you're designing stunning outfits, exploring intricate crafts, or experimenting with fabric construction, this course is tailored to your passions. You'll dive into global fashion history, create portfolio-worthy client style boards, and even study iconic brands. With projects designed by you and supported by your teacher, this course is perfect for students who want to make their mark in the world of textiles.

### **Home Economics 12: Textile Studies Level 4**

*Recommended Prerequisite: Textile Studies 11 Level 3*

Showcase your talent and originality in Textile Studies 12 Level 4, the ultimate course for fashion and textile enthusiasts! Design and sew custom garments or craft detailed projects that reflect your unique style. Explore professional-level drafting, advanced sewing techniques, and creative textile arts, while building a standout portfolio. This is your chance to develop your skills, push creative boundaries, and explore the endless possibilities of fashion and crafts. Whether you're dreaming of a career in design or just love creating, Textiles Level 4 is your time to shine.

### **Home Economics 12: Fashion Design**

*Recommended Prerequisite: Textile Studies 12 Level 4*

Step into the glamorous world of fashion with Fashion Design 12! Create your own mini-collection, design eye-catching garments, and experiment with advanced sewing techniques. Learn to draft patterns to professional standards, work with unique fabrics, and express your personal style like never before. Build a professional portfolio complete with design inspiration boards, fashion illustrations, and custom-made pieces. Explore global fashion, branding, and career opportunities in this inspiring course designed for future designers and creative thinkers alike!

# Human Services Courses

## **Human Services 12: Intramurals – Leisure and Recreational Activities**

*This course is open to grade 11 and 12 students only.*

This is a full year course that focuses exclusively on the organization and facilitation of the SLSS Lunch Hour Intramurals program. The goal of this course is to provide students an opportunity to develop leadership/communication skills and undertake responsibilities associated with event planning. Students will need to work closely with other students in the course as well as the Human Services Teacher. Communication will be critical as most of the time associated with this course is spent during lunch hours in the gymnasium, as well as several afterschool sessions due to meetings and promoting upcoming events. Sign up for this course will be done through the counselor after consultation with the Human Services Teachers. If you wish to take this course, please select “Human Services 12: Peer Tutoring and Interpersonal Skills” as one of your requested courses in MyEdBC, when you are selecting your courses, and in the ‘notes to counsellor’ section, please indicate that you are interested in the Intramurals option for this course.

## **Human Services 12: Peer Tutoring and Interpersonal Skills**

*This course is open to grade 11 and 12 students only.*

The goal of this course is to create structured, supported opportunities for students to learn and develop their teaching, leadership, role modeling, organizational, collaboration, interpersonal and communication skills. This course of studies will provide students with insights into the skills, responsibilities and issues pertaining to careers which focus on meeting human needs in a wide range of service areas, with a focus on education, event planning and leisure services. The primary focus of the program is to provide a variety of volunteer teaching, leadership, and organizational experiences. Students in the course will be paired with a host teacher. They are expected to work with the host teacher's class every period. Such duties may include one-on-one help (peer tutoring), preparing and leading small group activities, demonstrating for the class, setting up and taking down equipment, teaching small components of the lesson and organizational work for the host teacher. Each student will be evaluated both by their host teacher and the Human Services teacher. Students will be expected to attend lunchtime and/or after school meetings with the Human Services teacher. More detailed information can be found at: <https://youtu.be/CsUEKrde8PA>

# Languages Courses

## **Language 8: French**

The French 8 course is intended for students as part of the Grade 8 core program. It is an introductory course meant for students with little or no background in French. All four aspects of language learning will be introduced, practiced, and assessed, including speaking, listening, reading, and writing. In addition to working with the structure of the French language, students

will also explore different Francophone cultures around the world, and the impact these cultures have had on the language. Please note that students who have attended a francophone school, French immersion, or attended school in a French-speaking area should communicate with their counsellor about proper placement in a suitable French course.

### **Language 9: French**

*Prerequisite: Completion of French 8, or the equivalent, is strongly recommended*

Students will continue to build on previous knowledge and will strengthen their acquisition of French. They will extend their abilities to express themselves in meaningful simple conversations using a variety of questions and familiar vocabulary. Through stories and authentic tasks students will express themselves in the past, present, and future on familiar topics. Students will be introduced to the cultural diversity of the Francophone world and make connections to their own culture.

### **Language 10: French**

*Prerequisite: Completion of French 9, or the equivalent, is strongly recommended*

Students will continue to build on previous knowledge and begin to express themselves with increasing fluency and confidence both orally and in writing. They will give opinions and expand on reasons for their preferences, as they interact with each other with purpose and competence. Through stories and authentic tasks, they will acquire useful sentence structures and vocabulary needed to narrate their own stories in the past, present, and future. Students will be given the opportunity to explore a variety of creative works from the Francophone world and discuss how they reflect cultural expression and share their own perspectives.

### **Language 11: French**

*Prerequisite: Completion of French 10, or the equivalent, is strongly recommended*

The aim of French 11 is to enable students to interact with confidence, competency, and accuracy. Students will develop their ability to communicate purposefully both orally and in writing in the past, present, and future. Aspects of Francophone cultures will be introduced through stories, music, film, and other authentic materials. Students will give oral presentations both spontaneous and practiced, read texts, as well as produce a variety of written assignments.

### **Language 12: French**

*Prerequisite: Completion of French 11, or the equivalent, is strongly recommended*

This course enables students to attain a higher level of sophistication, fluency, and accuracy in written and oral French. Students will continue to narrate their own stories using a variety of tenses and adapting to different audiences. They are expected to consistently express their opinions and reasons both in written and oral contexts. In addition, they will be exposed to variety of French literature, music, videos, and other authentic materials. Students will be encouraged to explore links to Francophone communities and seek opportunities available to continue their acquisition of the French language.

### **Language 9: Japanese**

This introductory language course is for students who have an interest in Japanese culture and wish to explore more of it through various cultural learning activities (e.g. origami, anime, calligraphy and food making). Students will be introduced to the Hiragana syllabic alphabet and a few Kanji (Chinese) characters and learn basic grammar rules throughout nine different units. The focus of this course is to build fundamental oral communication skills.

### **Language 10: Japanese**

*Recommended Prerequisite: Japanese 9*

This course is an extension of Japanese 9. Along with the cultural learning component, students will be assigned various projects/assignments that require more sophisticated levels of grammar comprehension (e.g., Masu-form). Katakana syllabic and additional Kanji will be introduced as a part of the curriculum. This course will also place an emphasis on higher levels of oral communication skills and students will be assigned presentations as part of the course.

### **Language 11: Japanese Introductory**

This is an intensive course that combines Japanese 9 and Japanese 10 curriculum in one semester. This course is recommended for students who have a keen interest in learning Japanese as an additional language, even though they have not completed the Japanese 9 course previously.

### **Language 11: Japanese**

*Recommended Prerequisite: Japanese 10 or Japanese Introductory 11*

In this course students will be introduced to more abstract and complex Japanese vocabulary and sentence structures (e.g. different verb tenses and adjectives tenses, Te-form). Paragraph writing, geographic research, data processing and business communication take up a large percentage of the course load. Criteria for oral presentations will be based on many more authentic/real-life situations. Additionally, students will learn 80-100 basic Kanji characters.

### **Language 12: Japanese**

*Recommended Prerequisite: Japanese 11*

This course will enable students to carry on their language exploration at a more mature and business-like level. The course curriculum will reach into one of the most complex aspects of Japanese grammar (e.g. modality). Oral assignments will be increased for enhancing student's conversational skills. The cultural learning component will investigate some of the common 'notions' that underlay in the native-Japanese people's way of communicating. Students will be introduced to 'casual forms' of verbs.

### **Language 9: Mandarin**

This introductory course is intended for students who have neither spoken nor written knowledge of Chinese. Students will be taught the Pinyin Romanization, basic stroke orders, radicals, calligraphy, simple everyday conversation, and a core vocabulary. Students will be introduced to Chinese culture through the context taught, for example, Chinese traditional

festivals including the following: Mid-Autumn Festival, Spring Festival and participate in hands-on activities such as making dumplings, pasting paper cutouts on the windows, pasting couplets and more. This course focuses on oral communication, writing simple Chinese characters, and creating simple sentence. This course also incorporates the study of First Nations' stories.

### **Language 10: Mandarin**

*Recommended Prerequisite: Mandarin 9 or a placement Mandarin exam*

Students are expected to consolidate and expand what they have learned in Mandarin 9. This course will focus on communicative situations for developing listening, speaking, reading, and writing skills. Students should be able to use the Pinyin Romanization proficiently, basic stroke orders, radicals, and calligraphy. They will be introduced to a greater repertoire of common expressions and everyday conversations. More vocabulary will be taught so that students can improve their four language skills. Students will be introduced to Chinese culture through the context taught, for example, studying Chinese traditional festivals including the following: Mid-Autumn Festival, Spring Festival and participating in hands-on activities, such as making dumplings, pasting paper cutouts on windows, pasting couplets and more. The study of Chinese culture will continue as students explore themes such as festivals, birthdays, the school environment, daily routines, clothing, shopping, dining out and socializing. This course also incorporates the study of First Nations' stories.

### **Language 11: Mandarin**

*Recommended Prerequisite: Mandarin 10 or a placement Mandarin exam*

Mandarin 11 is accepted as an academic requirement by some universities/colleges in BC. Students in this course will continue to develop the four skills of listening, speaking, reading and writing. They will be taught more complex conversations, extended sentence structures, a core vocabulary, composition skills and some idiomatic expressions. There will be a greater variety of topics taught including examining and describing the following: objects, people and their emotions, a visit to the doctor, various careers, travel plans and celebrations of festivals. Students will be involved in activities such as skits, projects, discussions, presentations, reading essays and book reports. This course also incorporates the study of First Nations' stories.

### **Language 12: Mandarin**

*Recommended Prerequisite: Mandarin 11*

This course helps students acquire a higher level of proficiency in listening, speaking, reading, and writing. In addition to linguistics skills, students will be required to master a selection of core vocabulary and idiomatic expressions. They will be exploring in greater depth themes such as describing personalities, simple business transactions, restaurant going, as well as traveling in China. Studies about China also include geography, climate, and food. As these themes are developed, students will be exposed to different writing formats. Presentations and debates on familiar topics are expected. This course also incorporates the study of First Nations' stories. Mandarin 12 can be a subject counted towards a student's GPA for admission into some universities, depending on the program entrance requirements.

### **Language 9: Spanish**

This introductory course is intended for students with little or no background in Spanish. There will be a strong emphasis on listening and reading, and speaking and writing skills will be practiced as well. High-frequency vocabulary used to describe everyday activities will be introduced. Common structures in the present, simple past, future, and basic commands will be reviewed. Students will explore aspects of Hispanic culture, using a variety of authentic resources, and this will help them deepen their understanding of their own language(s) and culture.

### **Language 10: Spanish**

*Recommended Prerequisite: Spanish 9*

Students will continue to build on previous knowledge and will strengthen their acquisition of Spanish. They will extend their abilities to express themselves in meaningful simple conversations using a variety of questions and high-frequency vocabulary. Through stories and authentic tasks, students will express themselves in the past, present, and future on familiar topics. Students will be introduced to the cultural diversity of Hispanic communities around the world and will make connections to their own culture.

### **Language 11: Spanish Introductory**

This introductory course is intended for students with little or no background in Spanish. This is an accelerated course in Spanish, which will cover much of the Spanish 9 and 10 curricula in one semester. There will be a strong emphasis on listening and reading, and speaking and writing skills will be practiced as well. High-frequency vocabulary used to describe everyday activities will be introduced. Common structures in the present, simple past, future, and basic commands will be reviewed. Students will explore aspects of Hispanic culture, using a variety of authentic resources, and this will help them deepen their understanding of their own language(s) and culture. This course prepares students for study in Spanish 11.

### **Language 11: Spanish**

*Recommended Prerequisite: Spanish 10 or Spanish Introductory 11*

The aim of Spanish 11 is to enable students to interact with confidence, competency, and accuracy. Students will develop their ability to communicate purposefully both orally and in writing in the past, present, and future. Aspects of Hispanic culture will be introduced through stories, music, film, and other authentic materials. Students will give oral presentations both spontaneously and practiced, read texts, as well as produce a variety of written assignments.

### **Language 12: Spanish**

*Recommended Prerequisite: Completion of Spanish 11*

This course will enable students to attain a higher level of sophistication, fluency, and accuracy in spoken and written Spanish. Students will continue to narrate their own stories, using a variety of tenses, and adapting to different audiences. They will be expected to consistently express their opinions and reasons, both in oral and written contexts. In addition, they will be exposed to variety of Spanish literature, music, videos, and other authentic materials. Students

will be encouraged to explore links to Spanish-speaking communities, and to seek opportunities available to continue their acquisition of the Spanish language.

## **Mathematics Courses**

### **Mathematics 8: Mathematics**

Students in this course will be developing their reasoning, analyzing and computational skills through a variety of methods. In alignment with the BC Curriculum, students will have the opportunity to build their math fluency through communication, thinking strategies and personal and social connections. Topics to be discussed are financial literacy, geometry, statistics, and equation solving.

### **Mathematics 9: Mathematics**

*Recommended: Mathematics 8*

Students in this course are continuing their development from the skills in Mathematics 8. In addition, new topics that will be introduced are exponents and polynomial equations.

### **Mathematics 9: Mathematics Enriched**

*Recommended: Mathematics 8 and teacher recommendation*

This course is designed for keen math students. While it follows the same curricular competencies as Mathematics 9, there is a greater emphasis on problem solving and preparation for national math contests. Students wishing to enroll in this course must consult with their Mathematics 8 teacher.

### **Mathematics 9: Mathematics Spectrum**

*Recommended: Mathematics 8*

Math 9 Spectrum follows the same curriculum and is assessed using the same Big Ideas and Curricular Competencies, as Math 9. However, Math 9 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. If spaces become available for Spectrum 9, the program will accept applications. For more information, see the Spectrum Program website at: <https://slss.sd38.bc.ca/school-info/spectrum-program>

### **Mathematics 10**

*Students must choose one of the following 2 streams:*

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

### **Mathematics 10: Foundations of Math and Pre-Calculus**

*Recommended Prerequisite: Mathematics 9*

This stream of mathematics is designed for those students who plan to attend a post-secondary school after high school graduation. This course is a continuation of topics from Mathematics 9 with the addition of the following topics: linear functions/relations, trigonometric ratios, arithmetic sequences and analyzing linear systems.

### **Mathematics 10: Foundations of Math and Pre-Calculus Enriched**

*Recommended: Mathematics 9 and teacher recommendation*

This course is designed for keen math students. While it follows the same learning outcomes as Foundations and Pre-Calculus 10, there is a greater emphasis on problem solving and preparation for national math contests. Students wishing to enroll in this course must consult with their Math 9 teacher.

### **Mathematics 10: Foundations of Math and Pre-Calculus Spectrum**

*Recommended: Mathematics 9*

Math 10 Spectrum follows the same curriculum and is assessed using the same Big Ideas and Curricular Competencies, as Math 10. However, Math 10 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. If spaces become available for Spectrum 10, the program will accept applications. For more information, see the Spectrum Program website at: <https://slss.sd38.bc.ca/school-info/spectrum-program>

### **Mathematics 10: Workplace Mathematics**

*Recommended: Mathematics 9*

This stream of mathematics is designed for those students who plan to enter the workforce right after high school graduation. This course is continuation of topics from Mathematics 9 with a more focused look at the following topics: financial literacy, measurement, conversion, and analyzing and interpreting graphs.

### **Mathematics 11 Courses**

*Students must choose one of the following 3 streams:*

- *Pre-Calculus 11*
- *Foundations of Mathematics 11*
- *Workplace Mathematics 11*

### **Mathematics 11: Pre-Calculus**

*Recommended Prerequisite: Foundations and Pre-Calculus 10*

This stream of mathematics is designed for those students who may need mathematics at college/university after high school graduation. This course is a continuation from Foundations of Mathematics and Pre-Calculus 10 with an in depth look at previous topics, such as solving

systems of equations and the real number system. Newer topics to be discussed will be systems of inequalities, polynomial factoring, and solving rational expressions.

### **Mathematics 11: Pre-Calculus Enriched**

*Recommended Prerequisite: Foundations and Pre-Calculus 10 and teacher recommendation*

This course is designed for keen math students. While it follows the same curricular competencies as Pre-Calculus 11, there is a greater emphasis on problem solving and preparation for national math contests. Students wishing to enroll in this course must consult with their Mathematics 10 teacher. We will look at foundational concepts that are used in Calculus and AP Calculus.

### **Mathematics 11: Foundations of Mathematics**

*Recommended: Foundations and Pre-Calculus 10*

This stream of mathematics is designed for those students who plan to enter post-secondary in a faculty that does not require any mathematics. This course will focus on the application of statistics, graphical analyses of linear/quadratic systems and financial literacy.

### **Mathematics 11: Workplace Mathematics**

*Recommended: Foundations and Pre-Calculus 10 or Workplace Math 10*

This stream of mathematics is designed for those students who plan to enter the workforce right after high school graduation. This course is a continuation of topics discussed in Workplace Mathematics 10, and includes the following: analyzing rate of change, graphs, and statistics/data.

### **Mathematics 12**

*Students are not required to take Mathematics 12 for graduation, but it may be required for admission to some post-secondary programs – students, please check the admission requirements for the program you are interested in applying for. There are 3 streams/options available at the Grade 12 level, from which to choose:*

- Foundations of Mathematics 12
- Pre-Calculus 12
- Apprenticeship Math 12

### **Mathematics 12: Foundations of Mathematics**

*Recommended: Foundations of Math 11*

This course is designed for students planning to enter the faculty of Arts (rather than Science) in post-secondary studies. This course is a continuation of Foundations of Math 11 and will focus on the following topics: analysis of geometric constructs/conics and fractals, regression models, and combinatorics.

### **Mathematics 12: Pre-Calculus**

*Recommended Prerequisite: Pre-Calculus 11*

This course is designed for students planning to enroll in post-secondary math courses. It is recommended for students who excelled in Pre-Calculus 11. This course is a continuation of topics from Pre-Calculus 11 with the addition of transformation of functions, exponential functions logarithms, geometric sequence/series and trigonometric functions and identities.

### **Mathematics 12: Apprenticeship Math**

*Recommended: Workplace Math 11*

This is a continuation of Workplace Math 11 designed for students planning to pursue the trades. This course will build on topics such as measurement conversion and their uses, scales using similar triangles, analyzing 2D/3D models.

### **Mathematics 12: Calculus**

*Recommended Prerequisite: Pre-Calculus 12*

This course is a preparation course for taking university-level calculus. This course will be based on the BC Calculus Curriculum and the focus will be on developing fundamental conceptual grounding in the “Big Ideas” in calculus. This course is an alternative to AP Calculus for students that are looking for an introductory calculus course. The recommended prerequisite for this course is Pre-Calculus 12. Students will be introduced to limits and rates of changes, differentiation, and integration.

### **Mathematics 12: AP Calculus**

*Recommended Prerequisite: Pre-Calculus 12*

This course is designed for those students who are intending to study Calculus at the college or university level. This course will follow the Advanced Placement guidelines. This course is recommended for students who excelled in Pre-Calculus 12. The course will enable the students to write the optional Advanced Placement (AP) exam, which is offered in early May. Students achieving high enough scores may obtain credit for a beginning Calculus course in college and university and possible scholarships at some universities and colleges. More information can be found at: <https://apstudent.collegeboard.org/apcourse/ap-calculus-ab>

## **Music Courses**

### **Music 8: Concert Band**

Students will have the opportunity to play in a band with their grade 8 peers and perform in several concerts. Some previous musical experience is recommended – at least one year of elementary band or equivalent musical skills. Instruments available include Violin, Trumpet, Trombone, Baritone, Clarinet, Flute, and Sax. There are limited positions available for bass guitar and drums, so these are positions are assigned by audition only. If you play guitar or piano, please note that these positions are often not available in Band 8, so please only register for this course if you are willing to learn and play another instrument. Instrumental music

covers core competencies including Communication, Personal and Social Competencies, and Critical and Creative Thinking. The goal of this course is to inspire and encourage students to continue their band studies by joining our Grade 9-12 Concert Band and remain in music for the full 5 years of high school.

**Music 9: Concert Band**

*Recommended Prerequisite: Concert Band 8 or teacher's permission*

**Music 10: Concert Band**

*Recommended Prerequisite: Band 9 or teacher's permission*

**Music 11: Concert Band**

*Recommended Prerequisite: Concert Band 10 or teacher's permission*

**Music 12: Concert Band**

*Recommended: Concert Band 11 or teacher's permission*

Concert Band in Grade 9 to 12 is also open to orchestral string instruments, including violin, viola, and cello. Please note that the guitar and piano are not concert band instruments. This Band course is intended for students in Grades 9-12 with intermediate musical skills and previous experience. The band performs at our school concerts and assemblies, does a concert tour of the elementary schools, and appears at community events such as Education Week, as well as a major spring concert tour and regional festivals. Repertoire includes classical concert band music, adaptations from popular films, television and Broadway scores, pop music, and jazz/swing. Instruments available include flute, clarinet, bassoon, alto and tenor sax, trumpet, French horn, trombone, baritone/euphonium, bass, and drums. There are also limited positions available for specialty instruments such as bass clarinet, bass guitar, drums, baritone sax, and oboe. Band is a ministry-approved Fine Arts Credit and is available in both semester 1 and 2. Instrumental music covers the core competencies including Communication, Personal and Social Competencies, and Critical and Creative Thinking.

**Music 8: Vocal Ensemble**

**Music 9: Vocal Ensemble**

**Music 10: Vocal Ensemble**

**Music 11: Vocal Ensemble**

**Music 12: Vocal Ensemble**

Choir is offered from Grade 8 through to Grade 12. The SLSS Choir is a high-energy ensemble that performs a variety of music, from jazz and pop to chamber works. Dedication to developing and maintaining high standards of musicianship and performance is emphasized in all music department groups. Students will have the opportunity to perform in school tours, community events and special assemblies. Singers should understand that the repertoire is challenging and demands a lot from each member. Choir is a Ministry approved fine arts credit. In addition to exploring Core Competencies such as Communication, Personal/Creative Thinking, and Personal/Social skills, vocal ensemble is reflective of First Peoples Principles of Learning that are holistic, reflective, experiential, and support the well-being of self, family, and community.

### **Music 10: Guitar Level 1**

*Prerequisite: No previous musical experience is necessary*

For beginners, guitar offers an introduction to playing the guitar. Styles covered include pop/rock, folk, country, blues, and classical. Students are introduced to basic chording, reading of music notation, tablature, and strumming/finger-picking styles. The course is structured so that students also have an opportunity to pursue their own musical interests and genres and perform for an audience of their peers. Guitar is a Ministry approved Fine Arts Credit and addresses all three of the Core Competencies.

### **Music 11: Guitar Level 2**

### **Music 12: Guitar Level 3**

Advanced guitar students will progress on an individual basis for a more in-depth study of guitar techniques. Styles covered include pop/rock, folk, country, blues, and classical. Students are introduced to basic chording, reading of music notation, tablature, and strumming/finger-picking styles. Guitar is a Ministry approved Fine Arts Credit.

### **Music 9: String Ensemble**

### **Music 10: String Ensemble**

### **Music 11: String Ensemble**

### **Music 12: String Ensemble**

**(Please note that this course will not be offered during the 2025-2026 school year)**

*Please note that string ensemble is not for wind instruments, guitar, piano, electric bass, or drums— see Concert Band.*

String Ensemble is open to any students in Grades 9-12, who play an orchestral string instrument, including violin, viola, cello, and double bass. The string ensemble is intended for students with previous intermediate musical skills and music reading ability. The ensemble will perform at our various concerts, including elementary schools, community concerts, and special events. Repertoire will include both classical and popular works. String Ensemble is a Ministry approved Fine Arts Credit, and covers core competencies such as communication, critical thinking, and social responsibility.

### **Music 11: Recording Arts Technology**

### **Music 12: Recording Arts Technology**

*This course is open to students in grades 11 and 12.*

Recording Arts Technology 11 and 12 is a course for those interested in film, sound and music composition and production. In the digital audio component of the course, students are introduced to essential recording studio equipment and the fundamentals of recording sound. In the video/film production unit, students are introduced to scripting, storyboarding, camera work, film techniques, and computerized video editing. In the music composition unit, students are introduced to musical basics and the art of composition and production. Software includes Logic, a multitrack recording program. Students should be prepared to invest some time commitment outside of class time to special projects. Group work and performances/presentations of your work are integral to the course. Recording Arts is a dual

credit Fine Arts and Applied Skills course. Recording Arts covers all three Ministry core competencies.

## **Physical Education Courses**

### **Physical Education 8: Physical and Health Education**

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

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

The aim of the Steveston-London PE Program is to provide students with opportunities to gain an appreciation for lifelong physical fitness and health. Through an environment centered on fun and respect, these courses allow students to regularly engage in physical activity and develop their skills in collaboration, self-regulation, physical literacy, and problem solving and decision-making. Some of the benefits of regular physical activity include enhanced memory, better concentration, increased problem-solving abilities and an increased ability to work with others. In addition, regular physical activity is one of the most important things you can do for your health and is directly related to an increased quality of life. Activities for PE 8-10 are chosen to promote physical literacy, healthy and active living, social and community health, and mental well-being. Students will actively participate in a wide variety of physical activities from the following categories: team games, individual and dual activities, dance, fitness, and outdoor pursuits. The health component of these courses will focus on healthy choices, healthy relationships and advocating for the health and well-being of others.

### **Physical Education 10: Athletic Leadership**

### **Physical Education 11: Athletic Leadership**

### **Physical Education 12: Athletic Leadership**

*Recommended: Teacher Permission*

*Please Note: Students in grade 10 will also be required to complete a physical activity component with this course*

A majority of the 110 hours required for this course will be completed outside of regular school and on select weekends. Athletic leadership is designed to provide students with an opportunity to demonstrate and improve their organization, communication and confidence in a leadership setting. The goal of the class is to manage the athletic program offered at our school and improve school spirit. Objectives include the following: students will organize and facilitate an athletic committee and/or activities at the school, students will organize and facilitate the annual athletic banquet, and students will demonstrate and improve their leadership skills including organization, communication, and self-confidence.

### **Physical Education 11: Active Living**

*Recommended: PE 10*

PE 11 Active Living emphasizes preparation for an active and healthy lifestyle after students leave school. Students will participate and develop skills in a variety of physical activities that have the potential for lifelong involvement. Students will also take an active role in the

organizing and leadership of many class activities. Lifetime sports and leisure activities are the major focus.

### **Physical Education 12: Active Living**

*Recommended: PE 11*

PE 12 Active Living continues to emphasize the importance of physical activity as an important part of one's overall health and well-being. Students continue to participate in a wide variety of physical activities with the goal being lifelong participation in physical fitness. This goal is supported in this course through focus on safety and injury prevention, along with an introduction to various recreational activities. Students continue to take on an active role in the organization and leadership of class activities.

### **Physical Education 11: Fit For Life**

### **Physical Education 12: Fit For Life**

*Recommended: PE 10*

This course is designed with a focus on female health and fitness. It is intended for students who are looking to strengthen their minds and bodies in a fun and stress-free environment through individual activities and non-competitive sports. The goal is to empower female students through physical activity, promoting lifelong fitness and well-being. The curriculum focuses on developing physical skills, enhancing fitness levels, raising awareness in health-positive choices and fostering a positive attitude towards wellness in a supportive environment. Students will be armed with the tools to stay motivated in an increasingly overwhelming society. Above all, our hope is to have everyone leave this course feeling refreshed, healthy, and ready to tackle life's challenges. Please note, there may be a course fee associated with the class to cover costs of any field trips and/or guest instructors. Please contact an administrator if your child or family requires any financial assistance with school or course fees.

### **Physical Education 11: Fitness and Conditioning**

*Recommended: PE 10*

### **Physical Education 12: Fitness and Conditioning**

*Recommended: PE 11*

This elective course for grade 11 and 12 students will provide a learning opportunity to its participants to gain the knowledge and skills necessary to become their own personal trainer. Students will learn how to assess their own fitness, will understand the different components of fitness, will learn the different types of training techniques available to them, and will be able to develop their own personal fitness plan. While there is an academic component to this program, the mainstay of the course is on physical activity. Students will be actively involved in trying a variety of fitness options, which adults can utilize beyond secondary school, to remain fit and healthy. Aerobic and cardiovascular exercise options, muscular strength and endurance training options, various weight training types, flexibility and stress reduction techniques and other fitness forms will be addressed and incorporated throughout the course. The focus of this program is a fitness-based PE curriculum, not on team, individual or dual activity sports, as covered in other PE courses. The program may include field experiences to allow students to

participate in guest-led instruction, to provide students opportunities to try as many different fitness orientated forms as possible. This course is open to students who are highly motivated and interested in fitness.

### **Physical Education 11: Community Recreation**

### **Physical Education 12: Community Recreation**

This “enriched” course is designed to provide experiences for students with a special interest in the areas of sport, outdoor activities, and recreation. Students will be required to participate in a variety of physical and leisure community-based field trips during class time. Activities such as archery, Bikram’s hot yoga, bowling, curling, fencing, golfing, skating, broomball, hiking and more are just some of the possibilities. Community Recreation 11/12 will be an enjoyable and fun experience that both provides students with a break from the rigors of academics and exposes them to a variety of enriched activities within the school and community that will promote lifelong health, wellness, and fitness. Please note that a student fee of \$225.00 will be required to cover expenses for all field trips and school district bus transportation. Please contact an administrator if your child or family requires any financial assistance with school or course fees.

## **Resource Courses**

### **Resource (Learning Strategies) Program Courses:**

#### **Resource 8-9: Learning Strategies**

#### **Resource 10: Learning Strategies**

#### **Resource 11: Learning Strategies**

#### **Resource 12: Learning Strategies**

Resource (Learning Strategies) class is a support block that provides a learning service to students with identified learning needs. The focus is on developing skill and strategies in areas of the curriculum’s core competencies. Students are referred to Learning Strategies through a collaborative process involving students, parents, counsellors, outside agencies, administrators, classroom teachers, and resource teachers. Support may take place in various forms to address a range of challenges that directly affect student learning. These supports range from direct instruction, consultation/collaboration, assessment/evaluation, program design, and advocacy. The Learning Strategies Team provides a supportive service that may include the following:

- Receiving personalized academic, behavioral and/or socio-emotional support
- Receiving targeted interventions through adaptations (e.g. extended time, separate setting, use of calculator, etc.)
- Learning a variety of skills and strategies (e.g. organization, test taking, studying) that will hopefully benefit them in their school careers
- Participating in activities such as group-based problem solving

**Referral Process:** Students are referred to the resource program through a collaborative process involving parents, counsellors, administrators, classroom teachers, and resource teachers

**Evaluation/Reporting:** Evaluation of student progress is reflected in the growth of individualized goals. Student progress in the curriculum's core competencies is monitored throughout, then assessed at the end of the year.

### **Life Skills Program**

#### **Resource 8-12: Life Skills**

Students who are in the Life Skills Program all have Individual Education Plans (I.E.P.). The I.E.P. reflects the student's current level of functioning, their strengths and stretches. I.E.P. goals are developed in consultation with parents, teachers, and other professionals. Program Goals are aligned with the curriculum's core competencies and are designed to build advocacy for and the ability to have physical, social, and emotional independence. Program goals may include areas such as:

- Community access
- Employability skills
- Functional literacy and numeracy development
- Social-emotional learning
- Executive functioning
- Transitioning into adulthood

**Referral Process:** Students are referred to the Life Skills program through a collaborative process involving parents, counsellors, administrators, classroom teachers, and resource teachers.

**Evaluation/Reporting:** Most students who are in the Life Skills Program work on modified Programs to receive an Evergreen Certificate. Students are evaluated on their progress based on their own I.E.P. goals. There are no letter grades for the Life Skills class.

## **Science Courses**

### **Science 8: Science**

This course introduces science skills and processes in the following areas: lenses and mirrors, the eye, cells, kinetic molecular theory, atomic theory, the immune system, and plate tectonics. A variety of activities including experiments, projects, inquiry, and research will be used to teach these topics. Curricular competencies are used to introduce the skills and processes. The course serves as an excellent foundation for Science 9.

### **Science 9: Science**

*Recommended Prerequisite: Science 8*

This course builds on the skills developed in Science 8. Concepts in Science 9 draw from the following major topics: cells, reproduction, atoms, static electricity, current electricity, and nutrient cycles. Through a variety of activities students use the concepts to improve their skills and gain competence. As with Science 8, curricular competencies are used to teach these skills. Science 9 challenges the student to evaluate information and to make decisions. Students will expand on the inquiry processes started in Science 8.

### **Science 9: Science Spectrum**

*Recommended Prerequisite: Science 8*

Science 9 Spectrum follows the same curriculum, and is assessed using the same performance standards, as Science 9. However, Science 9 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. Spectrum is a three-year program of enriched studies (Grades 8-10) that includes English, Social Studies, Math, and Science. If spaces become available for Spectrum 9, the program will accept applications. For more information, see the Spectrum Program website at: <https://slss.sd38.bc.ca/school-info/spectrum-program>

### **Science 10: Science**

*Recommended Prerequisite: Science 9*

Four major areas make up the content for the Science 10 course: elements and compounds, genetics, energy, and astronomy. Recommended knowledge needed for the senior science courses is included in the course. Science 10 students are also able to improve their skill level and build on the concepts in Science 8 and Science 9. The science department is committed to making this course a suitable preparation for the senior courses and to provide the students with transferable skills. Curricular competencies are used to teach these skills.

### **Science 10: Science Spectrum**

*Recommended Prerequisite: Science 9*

Science 10 Spectrum follows the same curriculum, and is assessed using the same performance standards, as Science 10. However, Science 10 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. Spectrum is a three-year program of enriched studies (Grades 8-10) that includes English, Social Studies, Math, and Science. If spaces become available for Spectrum 10, the program will accept applications in May.

### **Science 11: Chemistry**

*Recommended Prerequisites: Science 10 and Math 10*

Chemistry is the study of matter and consists of the examination of a variety of topics. It is a lab-based course relating chemical properties and reactions of elements and compounds to the periodic table. Additional topics include a unit of transition metal chemistry which provides a variety of interesting experiments and challenging concepts for the students. Evaluation of student work includes labs, quizzes and unit tests, and inquiry projects.

### **Science 11: Earth Science**

*Recommended Prerequisite: Science 10*

Earth Science 11 is a course designed to give students an appreciation of our dynamic and restless planet. Topics covered may include plate tectonics, astronomy, oceanography, and Earth's resources. This academic course is recognized by some post-secondary institutions for

entrance requirements. Students who are interested in a career in Environmental Sciences/Engineering or are planning to enroll in Geology 12 are encouraged to take this course.

### **Science 11: Engineering Design**

*Recommended Prerequisite: Science 10*

*Please Note: This course does not count as a Grade 11 Science or Foundations course.*

Do you like to create things with your own hands? Are you interested in how things work? Do you like to play with LEGO? Have you thought about becoming an Engineer or would like to learn more about Engineering? If you have answered yes to any of these questions, then “Engineering Design 11” is the course for you. This elective course offered by the Science Department is for students in grades 10-12. Working in groups you will design solutions to a variety of design challenges involving wind turbines, balloon rocket cars, and LEGO robots. Throughout this process you will improve your skills in: problem solving and engineering design, time management, computer use and programming, technical writing, and giving presentations. Come and have some fun in Engineering Design!

### **Science 11: Life Sciences**

*Recommended Prerequisite: Science 10*

Life Sciences 11 is an introductory course in the life sciences designed to give students an appreciation for the living world. Lab activities including microscopy, investigation, classification of organisms and specimen dissections are an integral part of this course. Life Sciences 11 is recommended by several college and university courses. The course consists of: the overview of biology, microscopy, cell biology, molecular basis of inheritance, evolution and classification, microbiology: viruses, protists, mycology and plant biology: fungi, simple plants and flowering plants, and animal biology: invertebrates and vertebrates.

### **Science 11: Physics**

*Recommended Prerequisites: Science 10 and Math 10.*

*Please note that students will need a scientific calculator for this course.*

Physics 11 is designed to introduce students to the world of physics and is a required course for acceptance into some UBC and SFU science programs. Topics covered include kinematics (the study of motion), dynamics (forces and Newton’s Laws of Motion), energy (forms and conservation), wave motion, and electrical circuits. Classroom activities will consist of demonstrations, guided inquiry through labs, simulations, and/or video analysis, demonstrated problem solving approaches, note taking, practice problems, written assignments/lab reports and worksheets,

Student evaluation will be based on collected problem solving tasks, lab/activity reports, written assignments, quizzes, unit tests, research projects, and a possible final exam.

### **Science 12: Anatomy and Physiology**

*Recommended Prerequisite: Life Sciences 11*

Anatomy and Physiology 12 is a course designed for students interested in pursuing biology at some future date in a post-secondary institution. The course is demanding, and it is recommended that students have a good background in chemistry. Chemistry 11 and Life Sciences 11 are highly recommended, so students become familiar with biological terminology and study techniques. Students who have taken Life Science 11 are more successful in this course. Topics are extensive and consider biology at a molecular level - cell biochemistry, cell compounds, enzymes, and nucleic acids. Also, all major human body systems (anatomy and physiology) are covered. Laboratory work includes dissections.

### **Science 12: Chemistry**

*Recommended Prerequisite: Chemistry 11*

The Chemistry 12 course will prepare students intending to take Science at the post-secondary level. The course builds on some of the concepts of Chemistry 11 and has a significant practical component. The units covered are reaction kinetics, reaction equilibrium, organic chemistry, redox reactions, and solution chemistry. As with Chemistry 11, lab-based learning outcomes form part of the course assessment.

### **Science 12: Geology**

*Recommend Prerequisite: Earth Science 11*

Geology 12 is a course that is designed to give students the opportunity for an in-depth study of the earth sciences. Topics covered may include Earth processes (volcanoes, earthquakes, plate tectonics, rivers, and glaciers), structural geology (faulting, mountain building), historical geology (fossil origin and evolution of life on earth), astronomy (the solar system, geology of the moon and inner planets) and earth materials (minerals, rocks, mining and petroleum resources and environmental issues). This science course is recognized by some post-secondary institutions for entrance requirements. Students who are interested in a career in environmental sciences and geological engineering are encouraged to take this course.

### **Science 12: Physics**

*Recommended Prerequisites: Physics 11 and Math 11 and Math 12 should be taken before or concurrently.*

Physics 12 builds on many of the concepts covered in Physics 11. Specifically Physics 12 has units in the following: relative motion and kinematics in 2D, dynamics in 2D, momentum in 1D and 2D, circular motion and gravitation, electrostatics (time permitting), electromagnetism, equilibrium. Physics 12 is a required course for post-secondary studies in Engineering. Classroom activities will consist of demonstrations, guided inquiry through labs, simulations, and/or video analysis, demonstrated problem solving approaches, note taking, practice problems, written assignments/lab reports and worksheets. Student evaluation will be based on collected problem solving tasks, lab/activity reports, written assignments, quizzes, unit tests, potential research projects, and a possible final exam.

### **Science 12: Advanced Placement (AP) Chemistry**

*Recommended Prerequisite: Chemistry 11 and Chemistry 12*

This course covers material equivalent to first year university/college chemistry and as such will give students a distinct advantage in post-secondary science and engineering programs.

Content includes structure of matter, states of matter, reactions and their rates, thermodynamics, organic chemistry, and a robust selection of challenging inquiry activities.

Contests and exams include the Chemistry 13 News exam (from the University of Waterloo) and the Advanced Placement Chemistry exam (from the College Board).

## **Social Studies Courses**

### **Social Studies 8: Social Studies**

Social Studies 8 is an opportunity for students to learn about our colorful and diverse cultural heritage. Students will explore the intriguing Middle Ages by comparing the civilizations of Western Europe, Eastern Europe, the Middle East, India, China, and Japan. They will examine the tremendous changes caused by the Renaissance, the Reformation, the Age of Exploration and contact between Europeans and Indigenous Peoples. Overall, the historical time period that Social Studies 8 covers is from 800 CE to 1750 CE. Relevant current issues will be addressed, and geographic skills will be integrated into the program of studies. Students will begin to develop their skills in decision-making, problem solving, and critical thinking.

### **Social Studies 9: Social Studies**

Social Studies 9 focuses on the growth of nations. It builds on the themes developed in Social Studies 8 and introduces a Canadian strand of focus. The concept of democracy is studied by analyzing the background and events of the English, French and American Revolutions. Industrialization in England and North America is also a major area of focus. The course transitions into early and modern Canadian history, investigating the social, economic, and political influences that began to shape Canada's development into an autonomous nation. Overall, the historical time period that Social Studies 9 covers is from 1750 to 1914. Current events relevant to past issues and themes will also be examined.

### **Social Studies 9: Social Studies Spectrum**

*Recommended: Social Studies 8*

Social Studies 9 Spectrum follows the same curriculum, and is assessed using the same performance standards, as Social Studies 9. However, Social Studies 9 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. If spaces become available for Spectrum 9, the program will accept applications. For more information, see the Spectrum at: <https://slss.sd38.bc.ca/school-info/spectrum-program>

### **Social Studies 10: Social Studies**

Social Studies 10 builds on themes developed in earlier grades and focuses on the evolution of Canada as a nation. It highlights the political, social, and economic forces that played a part in Canada's experience throughout the 20th Century. Students will explore the development of our society through two world wars, immigration, Canada-US relations, regionalism, and global peacekeeping. Furthermore, students will address concerns relating to the environment, population growth, distribution of resources, and living standards. The curriculum is designed to engage students in critical yet creative inquiry into the challenges facing Canadians in the 21st century in an increasingly interconnected and complex world.

### **Social Studies 10: Social Studies Spectrum**

*Recommended: Social Studies 9*

Social Studies 10 Spectrum follows the same curriculum, and is assessed using the same performance standards, as Social Studies 10. However, Social Studies 10 Spectrum incorporates elements of enrichment, which could include the deeper exploration of skills and concepts and/or the introduction of skills from higher grades. All Spectrum courses place an emphasis on the development of cooperative learning, inquiry, and leadership skills. If spaces become available for Spectrum 10, the program will accept applications. For more information, see the Spectrum Program website at: <https://slss.sd38.bc.ca/school-info/spectrum-program>

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

This course covers global human history throughout the 20th century. This History course uses an array of source material such as film, digital media, primary documents, and forms of propaganda. Students will analyze the causes and consequences of significant events such as WWI, The Russian Revolution(s), WWII, the Holocaust, The American Civil Rights Movement, and the Cold War Era (which encompasses subjects such as the Korean War, Vietnam, and the Cambodian Genocide). Other topics include universal suffrage movements, Indigenous Peoples' rights, and India's independence movement. Students will have creative ways to demonstrate their developing historical knowledge through discussions, debates, field trips, interactive assignments, and collaborative projects.

### **Social Studies 12: BC First Peoples**

BC First Peoples 12 looks at how the identities, worldviews, and language of BC First Peoples are renewed, sustained, and transformed through their connection to the land. Students will investigate how the impact of contact and colonialism continues to affect the political, social, and economic lives of BC First Peoples. Students will also have the opportunity to study how cultural expressions convey the richness, diversity, and resiliency of BC First Peoples. Finally, students will gain an understanding of how BC First Peoples challenge and resist Canada's ongoing colonialism through self-governance, leadership, and self-determination. This course meets the new graduation requirement to have 4 credits in an Indigenous-focused course, and the Social Studies 11 requirement or Grade 12 elective requirement for the Graduation program for all students graduating in BC after September 2023.

### **Social Studies 12: Law Studies**

Laws abound everywhere and control and organize much of what takes place in society. This course gives students an introduction to the Canadian Legal System through a variety of activities ranging from simulations (mock trial and mock wedding), debates, and role-plays, to discussions, presentations, and a field trip to court. Students will be introduced to the foundations of law, the Charter of Rights and Freedoms and Human Rights, along with Criminal Law, Tort Law, Family Law and Contract Law. Students will have an opportunity to explore our legal system in fun, creative, and meaningful ways.

### **Social Studies 12: Physical Geography**

The interplay of human activity and the natural world is at the heart of this course. Students will investigate numerous themes upon the backdrop of major topics such as natural disasters, landforms, resources, biomes, plate tectonics, and weather. Learning will be facilitated through a variety of methods, of which technology will be a common thread. Assessments will be designed to allow for feedback and mastery, culminating in the greatest opportunity for student success. An annual multi-day overnight field trip is an optional activity to those enrolled. Students are encouraged to see the instructor for further details about the field trip or any other aspects of the course.

### **Social Studies 12: Social Justice**

The aim of Social Justice is to raise students' awareness of social injustice, to enable them to analyze situations from a social justice perspective, and to provide them with knowledge, skills, and an ethical framework to advocate for a socially just world. We analyze major topics that include poverty, homelessness, racism, gender, LGBTQ, genocide, child labour, child soldiers, First Nations, and globalization.

### **Social Studies 12: Contemporary Indigenous Studies**

**(Please note that this course will not be offered during the 2025-2026 school year)**

This course explores the important history and rich cultures of the Indigenous Peoples of Canada from prior to the arrival of Europeans to the present, examining the impacts of contact, religion, and colonialism. Students will learn about the foundations of contemporary issues as they explore the legacy of the fur trade, land treaties, and consequential government policies such as the Indian Act and residential schools. Students will also examine the significance of oral traditions in Indigenous cultures. Additionally, students will be provided with opportunities to learn about Indigenous cultures from around the world, as making connections between local and global movements for reconciliation can foster empathy and social awareness. Through dynamic activities such as talking circles, discussions, project work, film, field trips, and guest speakers, students will have opportunities to engage with Indigenous knowledge and world views in authentic, creative, and meaningful ways.

# Technology Education Courses

## Technology Education Courses:

Safety instruction and practices are taught in all Technology Education courses. The wearing of safety gear is essential including eye protection and ear protection. Basic supplies will be provided to students to meet the learning outcomes of all courses. Optional materials and field trips must be paid for by the student. Please contact an administrator if your child or family requires any financial assistance with school or course fees.

### Technology Education 8: Technology Education and Home Economics

This course is project-based and is designed for all Grade 8 students. The Technology Education Department introduces students to all areas of the Technology curriculum. These may include woodwork, electronics, transportation, metal work, and drafting (CADD/Animation).

### Technology Education 9: Drafting and Design Level 1

Drafting and Design Level 1 is open to students in Grades 9-12 and is an introductory course that focuses on 2D and 3D drafting and design. Students will learn the design process, blueprint and plan reading, sketching, computer drafting (AutoCAD), and model prototyping. Students may design some projects that use the 3D printers and laser cutter/engraver. The kind of hands-on experience this course offers is applicable to students' contemplating careers in Technology, Trades, Engineering, Architecture, Product and Interior Design, Animation, or Urban Planning.

### Technology Education 10: Drafting and Design Level 2

*Recommended Prerequisite: Drafting and Design Level 1*

This Level 2 drafting course, open to students in Grades 10-12, builds upon the skills and knowledge learned in Level 1 in the areas of 2D and 3D design and drafting. This course will cover sketching, mechanical and architectural drawing and model-making. Students may design some projects that use the 3D printers and laser cutter/engraver. The kinds of hands-on experiences this course offers are applicable to students who are contemplating careers in trades, engineering, architecture, interior or fashion design, animation, robotics, electronics, or urban planning.

### Technology Education 11: Drafting and Design Level 3

*Recommended Prerequisite: Drafting and Design Level 2 or teacher permission*

This Level 3 course is open to students in Grades 11-12. Students will have in-depth opportunities to further develop their skills and knowledge in drafting and animation. Students can choose an area of specific interest: mechanical (2D or 3D), architectural, or computer animation and create advanced techniques such as modeling, rendering, architectural walk-through sequences, and animations. The 3D printers and laser cutter/engraver will be available for students to use. As this is a self-directed course, students will be responsible for goal

setting, identifying and meeting their planned learning outcomes, and developing and adhering to a set timeline for their projects.

#### **Technology Education 12: Drafting and Design Level 4**

*Recommended Prerequisite: Drafting and Design Level 3 or teacher permission*

This Level 4 course is open to students in Grade 12 and is a continuation of Drafting and Design Level 3. Students will further develop their skills and knowledge by choosing an area of interest, such as drafting, animation or scale modeling, and in conjunction with the teacher create their own plan for projects and assignments. The 3D printers and laser cutter/engraver will be available for students to use. This is an advanced course suitable for those students interested in a career in animation, engineering, architecture, drafting or other related fields.

#### **Technology Education 10: Metal Design Level 1**

This course is open to all students in Grades 9-12. Metal Design Level 1 will offer students the opportunity to explore the various aspects of metalworking, art metal, and jewelry design using a variety of techniques including modeling, casting, joining, polishing, brazing, welding, texturing, and finishing. Students will learn the working characteristics of different metals and how to incorporate them into their own designs. Projects may include toolboxes, band and cast rings, jewelry (rings, bracelets, brooches, earrings, etc.), stone-setting, chains, metal and wire sculpture and enameling.

#### **Technology Education 11: Metal Design Level 2**

*Recommended Prerequisite: Metal Design Level 1*

This course is open to students in Grades 10-12. Metal Design Level 2 will allow students to build on their past metalworking skills and knowledge to create more complex and intricate project designs. Students will be encouraged to work independently on their own designs. Projects may include advanced forms of sheet metal, band and sterling silver cast rings, jewelry, stone-setting, chains, metal and wire sculpture, and enameling.

#### **Technology Education 12: Metal Design Level 3**

*Recommended Prerequisite: Metal Design Level 2*

This course is designed to challenge students in the processes of metal working. Students will learn advanced methods of art metal/jewelry creation, which may include ring making, silver soldering, forging, polishing, setting stones, lost wax casting, and wire working. Projects for this course may include custom designed jewelry, medieval gauntlets, lathe projects, or other projects with teacher consultation.

#### **Technology Education 9: Transportation Technology Level 1**

Open to students in Grades 9-12, this course is designed to provide a non-mechanical person with the opportunity to acquire the know-how for basic vehicle care and maintenance. Students will learn mechanical concepts as relevant to marine, aviation, bicycles, and other forms of technology. Students are encouraged to consider this course, as it will provide real life skills for safe and happy motoring throughout life. Content includes the following topics: basic

mechanical concepts, understanding of engine parts, minor vehicle repair, simple trouble shooting and diagnosis, and rebuilding a small engine. After taking this course, students can move into Transportation Level 2 or Aviation Level 1.

### **Technology Education 10: Transportation Technology Level 2**

*Recommended: Transportation Technology Level 1 or teacher's permission*

This course is for students who wish to explore various power, energy, and transportation devices and how they work. Topics will include land, sea, and air-based vehicles with an emphasis on the power and energy systems that make them operate. Practical components will include diagnostic and troubleshooting of small engine systems, maintenance, and rebuilding. This course will also expand on marine and aviation concepts. Content includes the following topics: what you should know before you have your vehicle repaired, proper procedures to follow when there is a breakdown, understanding of engine parts and systems, minor vehicle repair, simple trouble shooting and diagnosis.

### **Technology Education 11: Transportation Technology Level 3**

*Recommended: Transportation Technology Level 2 or teacher's permission*

This Level 3 course expands on the skills developed in Level 2. Students may focus their attention on transportation in either land, sea or air. Students will utilize their knowledge of power systems to diagnose, and troubleshoot more complex system failures, design and build solutions to system failures and build a motorized system. Content may include mechanical systems, body/ hull/fuselage/frame systems, welding, design, finishing, and boat design and building.

### **Technology Education 12: Transportation Technology Level 4**

*Recommended: Transportation Technology Level 3 or teacher's permission*

Transportation Level 4 is a continuation of Level 3 – emphasis is placed on the diagnosis and repair of more complex transportation problems and may include design and build from the ground up utilizing available materials. Students will propose, design and build a solution to their own transportation needs. Students are encouraged to bring in project materials of their own which may include vehicles (e.g., skateboard, bike, boat, car, etc.) of any kind, or equipment to modify a vehicle of their own. Basic materials are provided.

### **Technology Education 10: Woodwork Level 1**

Woodworking Level 1 is open to all Grade 9-12 students and is an introductory course in woodworking. The course will cover the basic principles using a variety of hand and machine tool operations, with the care of equipment and safety as a number one priority. Through a variety of projects, students will learn about the design process as well as how to read and develop working drawings, measure materials, plan costs, layout material, and learn a variety of joinery skills. By the end of the course, students will successfully have built several projects that they can take home and be proud of.

### **Technology Education 11: Woodwork Level 2**

*Recommended Prerequisite: Woodwork Level 1*

This is a project-orientated course for students who wish to develop their potential in woodwork as a hobby or as a potential career. Building on their previous experience, students will learn more advanced methods of joinery (such as mortise and tenon), wood finishing (such as staining), carving, and the use and maintenance of hand and power tools. Students will also further expand their knowledge of the design process and will have the opportunity to apply this skill to their projects throughout the course.

### **Technology Education 12: Woodwork Level 3**

*Recommended: Woodwork Level 2*

This is a senior level course suitable to Grade 11 and 12 students bound for a career in woodwork, construction, stagecraft, carpentry or for students who enjoy woodworking as a hobby and want to benefit from the skills and techniques learned. Students will be expected to work independently from plans and project books with the opportunity to be able to design and build their own projects with the teacher's permission. Advanced techniques on equipment and hand tools will be taught to further advance your skills in the wood shop.

### **Aviation Technology Level 1**

**(Please note that this course will not be offered during the 2025-2026 school year)**

### **Aviation Technology Level 2**

**(Please note that this course will not be offered during the 2025-2026 school year)**

## **Theatre Courses**

### **Theatre 8: Drama and Art Education**

Students in this course will take one half-semester of Drama and one half-semester of Visual Art. The Drama component offers students nine weeks to discover themselves in the world of the theatre. Teamwork, self-discipline, cooperation, leadership and developing empathy are the focus of this course. There is also a strong focus on building confidence, learning how to work with a variety of other people and being able to master the ability to speak in public, through work in scripts and with one's own ideas. Students will explore a variety of presentational techniques including mime, tableau, choral speaking, and working with a script. This is a great course for Grade 8 students, as they will work in a safe and supportive environment to develop skills that will stay with them throughout their time in school and even beyond, to the world of work.

### **Theatre 9: Drama**

This course provides students with the chance to spend a whole semester in the theatre. In Drama 9, students will begin to explore theatre history and the influence of theatre in modern society. They will look at the difference between comedy and serious drama and begin to

explore the realm of Canadian theatre scripts. There is an emphasis on creating and developing characters and using vocal and physical techniques to create believable performances on stage. Students will be expected to concentrate and stay in character. There is a continuing emphasis on public speaking in this course and students will be expected to memorize passages from Shakespeare and modern theatre.

### **Theatre 10: Theatre Performance**

Students are expected to use their own experiences as a source for theatrical performances. There will be more emphasis on script work and literary criticism in this course, as well as ongoing work in developing confidence and a clear, pleasant speaking voice, suitable for scripted performances, formal speeches and informal discussions. Students will work on heritage drama, using their own family stories to create theatre. There is a broadening aspect in this course that envelopes the idea of communicating one's ideas to the class, the school community and the community beyond the walls of the school. Students are expected to take a leadership role as a theatre artist in this course.

### **Theatre 11: Theatre Performance**

*Recommended Prerequisite: Theatre Performance 10 or teacher permission*

Performance in front of an audience is an integral aspect of this course. Students will focus on developing a versatile speaking voice, confidence, grace under pressure and the ability to think on their feet. Students will investigate a variety of acting styles, including Shakespeare, *comedia del'arte*, interactive theatre, and modern performance including for film and television. Students will be able to explore their own concerns through the lens of the theatre artist.

### **Theatre 11: Theatre Production**

*Recommended Prerequisite: Theatre Performance 10*

Theatre Production 11 is an introductory course to all aspects of stagecraft, including set decoration and design, costume design and creation and prop design and fabrication. Students will also be introduced to the operation of lighting and sound equipment in the theatre. Students must be willing to support their classmates technically in their projects and lend a hand with the school productions to fulfill the requirements of this course.

### **Theatre 12: Directed Studies in Theatre**

*Recommended Prerequisite: Teacher permission. This course is only open to Grade 12 students.*

This is a self-directed course in theatre for students who are interested in every aspect of theatre and who are considering a career as a theatre or film artist. Students will work with the instructor to develop a program that gives them the opportunity to experiment with acting, directing, writing and theatre production and will finish the course with a comprehensive project that explores their interest and skill in the art of Drama. Students are required to have permission from the instructor to enroll in this course.

### **Theatre 12: Directing and Script Development**

*Recommended Prerequisite: Theatre Production 11 and/or Theatre Performance 11*

This course is designed for students who have a keen interest in drama and who have strong leadership and creative skills. Students in this course will be expected to create two scripts – one adaptation and one original – as fulfilment of the requirements of the course. They will also be asked to direct their own scripts as part of a theatre company including actors from Theatre Performance 11/12 and Theatre Production 11/12. They will attempt to fulfill their theatrical and artistic vision through the theatre company and in collaboration with the actors and technicians. Students in this course should understand theatrical conventions and have previously demonstrated excellent skills in acting and in stagecraft in other theatre courses.

### **Theatre 12: Theatre Performance**

*Recommended Prerequisite: Theatre Performance 11 or teacher permission*

To fulfill the requirements of this course, students will be expected to perform in front of a variety of audiences. Continued work on vocal projection and diction, character development, script interpretation, and teamwork are the focus of this course. Students will be expected to perform in scenes from Shakespeare or other classic writers, as well as new Canadian works. Actors in this class will be expected to develop an interactive theatre project as well as improvisational work. Acting styles from theatre literature and from other cultures will be explored.

### **Theatre 12: Theatre Production**

*Recommended Prerequisite: Theatre Production 11*

In Theatre Production 12, students will be expected to further their study of the technical aspects of the theatre. Set design and construction, lighting and sound design and script work will form an integral part of this course. Students will be expected to take an active role in all aspects of the extensive Steveston-London theatre season, participating in at least one of the extra-curricular productions in a stage managerial capacity.

### **Theatre 10: Dance Foundations**

**(Please note that this course will not be offered during the 2025-2026 school year)**

Dance 10 is an introductory course, open to any Grade 9 to 12 student that will focus on the following: technique, strengthening, balance, flexibility, rhythm, and confidence development. Students will require clothing suitable for movement. Various genres will be explored. Assignments will include participation in regular skill development, group movement projects, leadership of warm-ups, group choreography and written work on one genre of dance.

### **Theatre 11: Dance Technique**

**(Please note that this course will not be offered during the 2025-2026 school year)**

*Recommended Prerequisite: Completion of a Dance 10 course or the equivalent*

Further development of dance skills will continue as leadership, pattern awareness, imagination, stage presence, and performance choreography are introduced. Various genres will be explored. Assignments will include participation in regular skill development, solo or

group choreography, leadership of warm-ups, and written work on one genre of dance. Extra-curricular time for performances will be required.

**Theatre 12: Dance Choreography 12**

**(Please note that this course will not be offered during the 2025-2026 school year)**

*Recommended Prerequisite: Completion of a Dance 11 course or the equivalent*

Students will specialize in technique, dance terminology, dance genres, and design. Students will continue their participation in both training and performance of dance. Assignments will include participation in regular skill development, solo and group choreography, leadership of warm-ups, and written work on one genre of dance. Extra-curricular time for performances will be required.

# Complete List of Course Offerings:

Subject	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Art</b>	Art Education and Drama 8	Art Studio 9 Visual Art – Ceramics and Sculpture 9 Visual Arts – Drawing and Painting 9 Photography Level 1	Art Studio 10 Photography Level 1 Studio Arts 3D 10 Visual Arts 2D 10 Photography Level 2 Yearbook 10 Photography Level 2	Art Studio 11 Graphic Arts – Foundations in Visual Communication 11 Media Arts Digital Media 11 Multimedia and Technology 11 Photography Level 2 Studio Arts 3D 11 Visual Arts 2D 11 Yearbook 11 Advanced Photography Level 3	Art Studio 11 Graphic Arts – Foundations in Visual Communication 11 Media Arts Digital Media 11 Multimedia and Technology 11 Photography Level 2 Studio Arts 3D 11 Visual Arts 2D 11 Yearbook 11 Advanced Photography Level 3 Art Studio 12 Graphic Arts – Advanced Visual Communication 12 Media Arts Digital Media 12 Multimedia and Technology 12 Studio Arts 3D 12 Visual Arts 2D 12 Yearbook 12
<b>Business Education</b>		Computer Studies 10 Marketing Entrepreneurship 10	Computer Studies 10 Marketing Entrepreneurship 10 Accounting 11 Computer Programming Level 1 Digital Communications and Media Design 11 Marketing Promotions 11 Digital Media Development 12 Financial Accounting 12 Marketing E-Commerce 12	Accounting 11 Computer Programming Level 1 Digital Communications and Media Design 11 Marketing Promotions 11 Computer Programming Level 2 Accounting 12 Digital Media Development 12 Economics 12 Financial Accounting 12 Marketing E-Commerce 12	Accounting 11 Computer Programming Level 1 Digital Communications and Media Design 11 Marketing Promotions 11 Computer Programming Level 2 Accounting 12 Digital Media Development 12 Economics 12 Financial Accounting 12 Marketing E-Commerce 12 Work Experience Accounting 12 Work Experience General Business 12 Work Experience Law 12 Work Experience Marketing 12
<b>Career Education</b>	Career Life Connections (CLC) 8 – offered through Connections Classes	Career Life Connections (CLC) 9 – offered through Connections Classes	Career Life Connections (CLC) 10 – offered through Connections Classes <b>AND</b> Career Life Education (CLE) 10 <b>OR</b> Career Life Education (CLE): Peer Helping-Leadership 10	Career Life Connections (CLC) 11 – offered through Connections Classes	Career Life Connections (CLC) 12 – offered through Connections Classes
<b>English</b>	English Language Arts 8	English Language Arts 9 English Language Arts 9 Spectrum	English 10 Creative Writing and Literary Studies English 10 Creative Writing and Literary Studies Spectrum English First Peoples 10 Creative Writing and Literary Studies	English Composition 11 English Composition 11 Enriched	English Composition 11 English Studies 12 English First Peoples 12 English Studies 12 Advanced Placement Language and Composition
<b>English Language Learning (ELL)</b>	ELL: Level 1 – Beginning (3 courses) ELL 1 English Jr. ELL 1 Science Jr. ELL 1 Social Studies Jr.	ELL: Level 2 – Developing (3 courses) ELL 2 English Jr. ELL 2 Science Jr. ELL 2 Social Studies Jr.	ELL: Level 3 – Expanding (2 courses) ELL 3 English Sr. ELL 3 Social Studies Sr.	ELL: Level 4 – Consolidating (1 course) ELL 4 English Sr.	ELL: Level 5 – Bridging (support, but not a scheduled class)

<b>Home Economics</b>	Home Economics and Technology Education 8	Food Studies Level 1 Textile Studies Level 1	Food Studies Level 2 Textile Studies Level 2	Food Studies Level 2 Food Studies Level 3 Textile Studies Level 2 Textile Studies Level 3	Food Studies Level 2 Food Studies Level 3 Food Studies Level 4 Textile Studies Level 2 Textile Studies Level 3 Textile Studies Level 4 Fashion Design 12
<b>Human Services</b>				Peer Tutoring and Interpersonal Skills 12	Peer Tutoring and Interpersonal Skills 12 Intramurals – Leisure and Recreational Activities 12
<b>Languages</b>	French 8	French 9 Japanese 9 Mandarin 9 Spanish 9	French 10 Japanese 10 Japanese Introductory 11 Mandarin 10 Spanish 10 Spanish Introductory 11	French 11 Japanese Introductory 11 Japanese 11 Mandarin 11 Spanish Introductory 11 Spanish 11	French 12 Japanese Introductory 11 Japanese 11 Japanese 12 Mandarin 11 Mandarin 12 Spanish Introductory 11 Spanish 11 Spanish 12
<b>Mathematics</b>	Mathematics 8	Mathematics 9 Mathematics 9 Enriched Mathematics 9 Spectrum	Foundations of Mathematics and Pre-Calculus 10 Foundations of Mathematics and Pre-Calculus 10 Enriched Foundations of Mathematics and Pre-Calculus 10 Spectrum Workplace Mathematics 10	Pre-Calculus 11 Pre-Calculus 11 Enriched Foundations of Mathematics 11 Workplace Mathematics 11	Pre-Calculus 11 Foundations of Mathematics 11 Workplace Mathematics 11 Foundations of Mathematics 12 Pre-Calculus 12 Apprenticeship Math 12 Calculus 12 AP Calculus 12
<b>Music</b>	Band 8 Vocal Ensemble 8	Concert Band 9 Vocal Ensemble 9 Guitar Level 1	Concert Band 10 Vocal Ensemble 10 Guitar Level 1 Guitar Level 2	Concert Band 11 Vocal Ensemble 11 Recording Arts Technology 11 Guitar Level 1 Guitar Level 2 Guitar Level 3	Concert Band 12 Vocal Ensemble 12 Recording Arts Technology 11 Recording Arts Technology 12 Guitar Level 1 Guitar Level 2 Guitar Level 3
<b>Physical Education</b>	Physical and Health Education 8	Physical and Health Education 9	Physical and Health Education 10 Athletic Leadership 10	Athletic Leadership 11 Active Living 11 Fit For Life 11 Fitness and Conditioning 11 Physical Education 11 Community Recreation 11	Athletic Leadership 12 Active Living 12 Fit For Life 12 Fitness and Conditioning 12 Physical Education 12 Community Recreation 12
<b>Resource</b>	Resource 8-9 Life Skills 8	Resource 8-9 Life Skills 9	Resource 10 Life Skills 10	Resource 11 Life Skills 11	Resource 12 Life Skills 12
<b>Science</b>	Science 8	Science 9 Science 9 Spectrum	Science 10 Science 10 Spectrum	Chemistry 11 Earth Science 11 Engineering Design 11 Life Sciences 11 Physics 11	Chemistry 11 Earth Science 11 Engineering Design 11 Life Sciences 11 Physics 11 Anatomy and Physiology 12 Chemistry 12 Geology 12 Physics 12 Advanced Placement Chemistry 12
<b>Social Studies</b>	Social Studies 8	Social Studies 9 Social Studies 9 Spectrum	Social Studies 10 Social Studies 10 Spectrum	20 <sup>th</sup> Century World History 12 BC First Peoples 12 Law Studies 12 Physical Geography 12 Social Justice 12	20 <sup>th</sup> Century World History 12 BC First Peoples 12 Law Studies 12 Physical Geography 12 Social Justice 12
<b>Technology Education</b>	Technology Education and	Drafting and Design Level 1	Drafting and Design Level 2	Drafting and Design Level 2	Drafting and Design Level 2 Drafting and Design Level 3

	Home Economics 8	Metal Design Level 1 Transportation Technology Level 1 Woodwork Level 1	Metal Design Level 1 Metal Design Level 2 Transportation Technology Level 2 Woodwork Level 1 Woodwork Level 2	Drafting and Design Level 3 Metal Design Level 1 Metal Design Level 2 Metal Design Level 3 Transportation Technology Level 2 Transportation Technology Level 3 Transportation Technology Level 3 Woodwork Level 1 Woodwork Level 2 Woodwork Level 3	Drafting and Design Level 4 Metal Design Level 1 Metal Design Level 2 Metal Design Level 3 Transportation Technology Level 2 Transportation Technology Level 3 Transportation Technology Level 4 Woodwork Level 1 Woodwork Level 2 Woodwork Level 3
<b>Theatre Courses</b>	Drama and Art Education 8	Drama 9	Theatre Performance 10	Theatre Performance 11 Theatre Production 11	Directed Studies in Theatre 12 Directing and Script Development 12 Theatre Performance 12 Theatre Production 12

## Online learning from K–12



Our mission is to provide blended courses that respond to the needs of Richmond students with flexibility, quality and service. As a result, RVS has one of the highest completion rates in BC!



### RVS Offers:

- Academic & Elective Courses
- Programs for K-12
- Fast-Track Summer Courses
- Dance & Athlete Programs, AP Psychology, Entrepreneurship & Leadership (YELL), Cybersecurity Work Experience and more!





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 Call 604-668-6371 | Email [rvs@sd38.bc.ca](mailto:rvs@sd38.bc.ca)

**RICHMOND**  
SCHOOL DISTRICT NO. 38

# RICHMONDVIRTUALSCHOOL.CA

Spring-Summer-Fall 2025/26  
[Projected Course List]

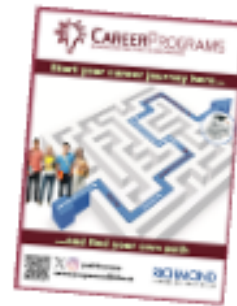


<p><b>SPRING SEMESTER 2025</b> FEB. – JUN. 20, 2025 Registration open until Feb. 13, 2025</p> <p>Accounting 11  <b>ADST: Makerspace, Robotics &amp; Drones 10-12</b>  <b>African &amp; Black Canadian Studies 12</b>                  BC First Peoples (SS) 12                  Calculus 12                  Career Life Education 10 (*RVS Online only*)                  Chemistry 11                  Computer Programming 11-12                  Cybersecurity 11-12                  English 11 (Literary Studies)                  English Studies 12                  English First Peoples 11                  English First Peoples 12                  Entrepreneurship 12                  Foundations of Math &amp; Pre-Calculus 10                  Foundations of Math 11, 12                  French 10, 11                  Law 12                  Life Science 11                  Mandarin Intro.11, 11, 12                  PE 10-12                  Physical Geography 12                  Physics 11, 12                  Pre-Calculus 11, 12                  Psychology 12 (YPSYC2A)                  Science 10</p>	<p><b>FAST TRACK SUMMER 2025</b> JUN.30 – AUG. 7 Registration open Feb.18 until Jun. 26, 2025</p> <p><b>ADST: Makerspace, Robotics &amp; Drones 10-12</b>                  Anatomy &amp; Physiology 12                  BC First Peoples (SS) 12                  Career Life Education 10                  Chemistry 11, 12                  Computer Programming 11-12                  Cybersecurity 11-12                  Digital Photography 10-12                  Drafting and Animation 10-12  <b>Drumming 10-12</b>                  English 10, 11, 12                  English First Peoples 10, 11, 12                  Foundations &amp; Pre-Calculus Math 10                  Foundations of Math 11                  French 10, 11, 12                  Life Science 11                  Mandarin Intro.11, 11, 12                  PE 10-12                  Physical Geography 12                  Physics 11, 12                  Pre-Calculus 11, 12                  Science 10                  Social Studies 10  <b>Work Experience 12</b></p>	<p><b>FALL SEMESTER 2025</b> SEP. 8 – JAN. 2026 Registration open until Sept. 26, 2025</p> <p>Anatomy &amp; Physiology 12                  BC First Peoples (SS) 12                  Calculus 12                  Career Life Education 10 (*RVS Online Only*)                  Chemistry 12                  Economics 12                  English First Peoples 12                  English Studies 12                  French 11, 12                  Foundations &amp; Pre-Calculus Math 10                  Foundations of Math 11, 12                  Mandarin 11, 12                  PE 10-12                  Physical Geography 12                  Physics 11, 12                  Pre-Calculus 11, 12  <b>Psychology 12 (YPSYC2B)</b></p> <p><b>FALL LINEAR 2025</b> SEP. 8 – JUN. 2026 Registration open until Oct. 24, 2025</p> <p>AP Psychology (APSY-12) *optional AP Exam in May                  Career Life Connections 12                  Cybersecurity Co-op 12                  Foundations of Math 11, 12                  PE 10-12</p>
<p><b>CONTINUOUS ENTRY 24/25</b> Registration open until Feb. 13, 2025</p> <p>Career Life Connections 12                  Cybersecurity Co-op 12                  Foundations of Math 11                  Foundations of Math 12                  PE 10-12</p> <p><b>Please note:</b> these courses are asynchronous and students will begin and complete at different times. Students will be encouraged where possible to be on a semester or linear completion schedule.</p>	<p><b>SCHOOL SPECIFIC OPTIONS</b> <i>Must be enrolled at listed school:</i>                  CLE 10 (Cambie, McMath, McNair, RSS)                  Choir and Jazz Band (Palmer, RSS, McMath)                  Digital Media &amp; Video Production (Boyd)                  Engineering 11 (Burnett/Career Programs)                  Food Studies 11, 12 (MacNeill)                  Leadership 11, 12 (Boyd, McNair)                  Outdoor Education 11, 12 (McMath)                  Peer Tutoring (Boyd)                  Yearbook 10-12 (McNair)                  Other (as announced by your school)</p> <p><b>Meetings:</b>                  Weekly course meetings take place in central Richmond at R.C. Palmer Secondary. School specific courses take place at the indicated school. Dance &amp; Oval programs have meetings as arranged by the teacher.</p> <p><b>Bold Courses:</b> new course offering  <i>All courses are subject to enrollment and staffing</i></p>	<p><b>RVS PROGRAMS</b> See our website for application information</p> <p><b>BL</b>                  Blended Learning is a full-time program for students in Kindergarten to grade 7. Students are supported through online class instruction, self-directed learning supported at home, field trips and class activities at Grauer Elementary.</p>
<p><b>DANCE &amp; ATHLETE 24/25</b> Registration open until Feb. 13, 2025</p> <p>Dance Choreography 10-12                  Dance Company 11, 12                  Dance Performance 10-12                  Fitness &amp; Conditioning (HP/ADP/Oval) 10-12                  PE (HP/Oval) 10-12                  Theatre 10-12</p> <p><b>Please visit:</b> <a href="https://rvs.sd38.bc.ca">rvs.sd38.bc.ca</a> for more info. on the Dance &amp; Athlete programs or contact RVS with any inquiries: <a href="mailto:rvs@sd38.bc.ca">rvs@sd38.bc.ca</a></p>	<p><b>CLICK HERE:</b>  <a href="#">Register Today for RVS</a></p>	<p><b>RAIL</b>                  RAIL is a blended, interdisciplinary program where students complete grades 8 - 10 through project-based learning.</p> <p><b>SKY</b>                  NO LIMITS                  SKY is a blended, personalized learning program for grade 11 - 12 students with personalized inquiry, community connections and outdoor adventure.</p>



## DUAL CREDIT PROGRAM/COURSE OPTIONS FOR Gr. 10-12 STUDENTS

Take university/college courses while in high school !!!



- The Richmond SD38 Career Programs Office (CPO) offers several **DUAL CREDIT\*** programs and courses for students to take while in high school. The CPO is located at Cambie Secondary School.
- **\*DUAL CREDIT:** Students **earn both high school and post-secondary credits** for the programs they take. The high school credits count toward a student's GPA.
- **TUITION is FREE** for dual credit programs/courses (trades training and degree/certificate courses).
- Applications are posted on our website, and "TUESDAY DUE DAYS" are listed in our brochure.
- Find details on our Career Programs slat board inside or just outside your school's counselling area.

<b>View our website: <a href="https://careerprograms.sd38.bc.ca">https://careerprograms.sd38.bc.ca</a></b>	
<p><u>View our Brochure:</u></p> 	<p><u>Attend an Info Night on Zoom</u> (more to be announced)</p> 

### Check out our MANY Program Offerings Here:

(Click on the tiles or the Programs tab to view a drop-down list.)



#### Choose from these and MANY MORE!

- Trades Training (Professional Cook, Plumbing/Piping, Auto Service, Aircraft Maintenance, Electrical, Carpentry and much more!)
- Medical Lab Assistant, Health Care Assistant and NEW Intro to Medical & Health Science Program
- Intro to Early Childhood Education
- Manufacturing and Engineering Co-op (@ Burnett)

In Partnership with:



For more information contact your School Counselor, Career Information Advisor or the District Career Programs Office at 604-668-6000 (extension 3766). Email: [careerprograms@sd38.bc.ca](mailto:careerprograms@sd38.bc.ca)