



# Earl Marriott

## Course Catalog

### 2025-2026

#### Table of Contents

Cross-Curricular Programs .....	2
Student Support Programs .....	3
Business Education .....	4
Career Education .....	7
Drama .....	11
English .....	14
French Immersion .....	19
Home Economics .....	22
Mathematics .....	24
Modern Languages .....	27
Music .....	29
Physical and Health Education .....	31
Science .....	33
Social Studies .....	35
Technology Education .....	38
Visual Arts .....	42

## Cross-Curricular Programs

### **Skills 8**

Our Skills 8 program is designed to broaden the experience base of our students as they begin to discover the world of possibilities for study. Skills 8 focuses on the domains of Nutrition, Textiles, and the Design process using wood and metal. Note: Students choosing Band or the Hockey Academy will not be included in Skills 8.

### **Discovery 8**

Our Discovery programs are designed to broaden the experience base of our students as they begin to discover the world of possibilities for study. Discovery 8 focuses on the domains of Information Technology, Drama, Visual Arts, and Career Exploration.

### **Library Information & Literary Studies 11/12**

This course provides students with an in-depth study of the role of the Library Learning Commons as the learning centre of the school as it supports all members of the school community. Through supported inquiry, students will continue to develop and practice their transliteracy skills and promote them to the school community in various ways. Students will continue to develop their ability to promote and support access to the Library Learning Commons resources, services, and programs not only to their peers but to all members of the school community.

### **Peer Tutoring 11 and/or 12**

*Recommended: C+ or better average, good work habits and good attendance*

This course is open to students in Grade 11 and 12. Peer Tutoring gives students the opportunity to help others while developing personal organizational and communication skills. Learn and understand how to meet the individual needs of learners through training and in-class experience. Working in grade 8-10 classes, peer tutors will be expected to keep a daily journal, complete assignments and assist the classroom teacher with individual students or small groups. Selection of peer tutors to their assignments will be based on their academic strengths. As peer tutors are working daily in classrooms, a sincere commitment to working with students and exemplary attendance are mandatory. This course includes a screening process for all candidates. An application form, with teacher recommendation is

required. Students will be placed in courses on an as-needed basis.

# Student Support Programs

## **Academic Language for ELL 11**

### **ELL Starting**

This is a beginner course for ELL students who have minimal experience with the English language, or living in Canada. The main objective of this course is for students to develop communicative competence in the areas of listening, speaking, writing and reading. During this course, students will learn about Canadian culture and customs within the school setting, as well as our greater community while building their academic vocabulary, reading and writing skills.

### **ELL Emerging**

This is an intermediate language course for students who have experience learning English and living in Canada. The main objective of this course is to prepare students for their regular English and Social Studies classes. Emphasis will be placed on academic vocabulary development, reading, writing and speaking.

## **Introduction to Academic Language for ELL 10**

Introduction to Academic Language ELL 10 is designed for English Language Learners (ELLs) who have made some progress in developing their Basic Interpersonal Communication Skills (BICS) already and are ready to more intently and explicitly begin developing academic English (Cognitive Academic Language Proficiency, or CALPS). In this course, students grow their knowledge and skills for academic communication in English through explicit vocabulary, reading, writing, speaking, listening, and viewing instruction in a sheltered environment. This course builds a bridge between students' previous learning, their personal and social identities and relationships, and the new cultural setting within which they are now interacting. This course assists students in maintaining and enhancing their first language(s) (L1) and in the necessary further building of their English competencies.

## **Academic Language for ELL 10**

Through Academic Language ELL 10, students will develop their academic English within a sheltered environment which meets the specific cultural adjustment needs of English Language Learners (ELLs).

This course continues to expand upon the skills acquired in Introduction to Academic Language ELL10 which are needed in order to be successful in writing, speaking, listening, and reading competencies through a variety of text genres, registers, structures, forms, and styles. To build their competencies, students will experience language (listen, read, and study texts) from a variety of genres by studying the forms, styles, and models required to create original work, while also building their awareness of the socially constructed nature of language. This course includes elements of Canadian culture (cultural identity and First Peoples culture).

## **Academic Language for ELL 11**

The course is intended for ELL students who wish to develop, strengthen and enhance their English language skills in order to develop effective communication skills, including speaking, reading and writing, expected of them in senior academic courses. Students will build on the major components of reading comprehension strategies, language processing skills, the writing process, and the various written genres in academic courses as introduced in Academic Language for ELL 10. It is expected that, through this course, students will strengthen their abilities and potential as communicators in English academic settings and by using the tools learned, will develop confidence in their ability to handle tasks presented to them in secondary school and postsecondary life. This course will acknowledge and develop ELL students' awareness of their own identity and cultural contributions to Canadian culture and society through literature.

## Business Education

### Information Technology 9

Information Technology 9 is a course that covers a wide array of computer based topics and skills – including, but not limited to: digital literacy and citizenship, document creation and sharing, presentation software, programming (writing code), computer hardware, 2D animation, graphic design and website design. This course also incorporates a fair amount of flexibility allowing the student to select areas of IT that interest them. This course is suitable for grade 9 students at all skill levels, from novice computer users to experts, and anyone in between. Many of the skills learned in IT9 are directly applicable in your other classes, improving assignments and projects, making them stronger and more engaging. Software explored in IT9 may include: Microsoft Office, Google Docs, Adobe Fireworks, Dreamweaver, Animate (formerly Flash), Illustrator, Photoshop and more.

### Media Design 10

Media Design is essentially a Graphic Design course focusing on the use of Adobe Illustrator, Adobe Photoshop and Adobe InDesign. Media Design explores the Design Process as it relates to the principles of layout and design, copywriting, typography, colour theory and more. Students will develop the skills required to both respond to and create media in a digital format. Students will demonstrate these skills through a series of practical projects which may include: logo design, icon design, promotional posters, album artwork, packaging design, magazine layouts, and more. This course also incorporates a fair amount of flexibility, allowing the student to explore areas of Media Design that interest them. This course is an excellent preparation for students who want to explore careers in graphic design, advertising, marketing, photography, and journalism. Software utilized in this course includes, but is not limited to: Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Suitable for grade 10, 11, and 12 students at all skill levels, from novice computer users to experts, and anyone in between.

This course meets the Fine Arts/Applied Skills graduation requirement.

### Computer Programming 11 (Level 1)

*Recommended: All students in grade 10, 11, 12*

Computer Programming Level 1 has been designed to introduce students to computer programming (often referred to as coding) and covers the most common concepts present in nearly every programming language. It gives students insight into the skills needed to go onto a career in Software, App or Game Development, as well as an introduction to web development. This course will extensively utilize Apple's integrated development environment (IDE) Xcode to explore the programming language of C++. Other languages studied include HTML, CSS (Cascading Style Sheets), and potentially PHP. Suitable for grade 10, 11, and 12 students at all skill levels, from novice computer users to experts, and anyone in between.

This course meets the Fine Arts/Applied Skills graduation requirement.

### Digital Media Development 11 (Level 1)

*Recommended: All students in grade 10, 11, 12*

Digital Media Level 1 allows students to pursue an avenue of learning related to both the technical and artistic side of digital media development. Modules will include correction & manipulation of digital photography, 2D/3D modelling and design, 2D/3D animation, web design and digital video editing. Software utilized in this course includes (but is not limited to) Adobe Animate (formerly Flash), Adobe Fireworks, Adobe Dreamweaver, Adobe Photoshop, Adobe Premiere, and Blender. This course also incorporates a fair amount of flexibility, allowing the student to explore areas of Digital Media that interest them. Suitable for grade 10, 11, and 12 students at all skill levels, from novice computer users to experts, and anyone in between.

This course meets the Fine Arts/Applied Skills graduation requirement.

## **Marketing and Promotion 11**

Marketing and Promotion is a course where the student assumes a leadership role as part of a marketing team. Building on the concepts delivered in Marketing 11, students will apply marketing theory and concepts towards our Marketing objective of promoting our school, Earl Marriott, in a semester long project. In addition, they will market a school-wide event in order to raise money for a school-based charity. This course is suited for students who are interested in marketing and sales as a career.

This course meets the Fine Arts/Applied Skills graduation requirement.

## **Media Design 11**

Media Design is essentially a Graphic Design course focusing on the use of Adobe Illustrator, Adobe Photoshop and Adobe InDesign. Media Design explores the Design Process as it relates to the principles of layout and design, copywriting, typography, colour theory and more. Students will develop the skills required to both respond to and create media in a digital format. Students will demonstrate these skills through a series of practical projects which may include: logo design, icon design, promotional posters, album artwork, packaging design, magazine layouts, and more. This course also incorporates a fair amount of flexibility, allowing the student to explore areas of Media Design that interest them. This course is an excellent preparation for students who want to explore careers in graphic design, advertising, marketing, photography, and journalism. Software utilized in this course includes, but is not limited to: Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Suitable for students at all skill levels, from novice computer users to experts, and anyone in between. Students who have previously taken Media Design will continue to explore the Design Process and work towards a portfolio, but with an increased emphasis on student choice, requiring students to be motivated and consistently productive to be successful in this course.

This course meets the Fine Arts/Applied Skills graduation requirement.

## **Computer Programming 12 (Level 2)**

*Recommended: Computer Programming 11 (Level 1)*

Programming Level 2 allows students to further their skills in the area of computer programming. This course requires that students have previously taken Computer Programming Level 1 and builds upon those skills learned in level 1.

Where the Level 1 course is quite structured, students in the level 2 course are expected to work more independently. Students are given the freedom to explore programming languages of their choice and determine the projects that they would like to utilize to demonstrate their learning in the course. This requires a significant commitment from students in terms of staying on task, being self-directed/self-motivated, so that their final portfolio is complete and something to be proud of.

Topics explored by students in the past include: C#, Java, Python, Objective C, iOS development, PHP, MySQL, and more. The course is broken down into three components. Students will explore a new (to them) programming language of their choice, in a small group, in each component of the course. These three components are showcased in a final website portfolio, worth approximately 1/3 of their grade.

This course meets the Fine Arts/Applied Skills graduation requirement.

## **Digital Media Development 12 (Level 2)**

*Recommended: Digital Media Development 11 (Level 1)*

Digital Media Development 12 allows students to further their skills in the area of digital media development. It is recommended that students have previously taken Digital Media Level 1. Like Digital Media 1, emphasis is placed on both the technical and artistic side of digital media development. Students will be given the opportunity to explore the career of freelance digital media developer, and are expected to develop an ongoing portfolio of their work done in class. This provides students with a great deal of independence with regard to project choice. As such, students must be highly motivated and consistently productive to be successful in this course. Software utilized in this course includes (but is not limited to) Adobe Animate (formerly Flash), Adobe Fireworks, Adobe Dreamweaver, Adobe Photoshop, Adobe Premiere, and Blender.

This course meets the Fine Arts/Applied Skills graduation requirement.

## **Entrepreneurship 12**

This course is for the serious student interested in Business, Entrepreneurship and Commerce and wanting to pursue this career. In the course, you will develop a working foundation of theory and the key Business concepts. You will grasp what it takes to become a successful Entrepreneur. This includes all of the following:

- Entrepreneurship – personal traits to Entrepreneurs in a Market Economy
- Develop and create a working Business Plan
- How to identify and satisfy a Market Need.
- Marketing Mix – Price, Product, Communication & Distribution
- Business Set-Up and type of Ownership
- Financial Reporting and Analysis – Balance Sheet, Income Statements and Financial Reporting
- Understanding how trends create opportunity
- Power Point Project Presentation of a Service or Product of your own creation.

This course meets the Fine Arts/Applied Skills graduation requirement.

## **Media Design 12**

Media Design is a Graphic Design course focusing on the use of Adobe Illustrator, Adobe Photoshop and Adobe InDesign. Media Design explores the Design Process as it relates to the principles of layout and design, copywriting, typography, colour theory and more. Students will develop the skills required to both respond to and create media in a digital format. Students will demonstrate these skills through a series of practical projects which may include: logo design, icon design, promotional posters, album artwork, packaging design, magazine layouts, and more.

This course also incorporates a fair amount of flexibility, allowing the student to explore areas of Media Design that interest them. This course is an excellent preparation for students who want to explore careers in graphic design, advertising, marketing, photography, and journalism. Software utilized in this course includes, but is not limited to: Adobe Photoshop, Adobe Illustrator, and Adobe InDesign.

Suitable for students at all skill levels, from novice computer users to experts, and anyone in between. Students who have previously taken Media Design will continue to explore the Design Process and work towards a portfolio, but with an increased emphasis on

student choice, requiring students to be motivated and consistently productive to be successful in this course.

This course meets the Fine Arts/Applied Skills graduation requirement.

## **Commercialisation et Promotion 11**

Marketing and Promotion is a French Immersion course where the student assumes a leadership role as part of a marketing team. Building on the concepts delivered in this course, students will apply marketing theory and concepts towards our objective of promoting our school in a semester long project. This course is suited for students who are interested in self growth geared towards marketing and sales as a career. A major portion of this course will incorporate public speaking skills, class presentations and debates as well as the expectation to work independently on projects.

## Career Education

### Career Life Education (4 credits)

CLE is designed to help you become successful, educated citizens by making connections between classroom learning and workplace/post-secondary realities. The goal is to help you begin your journey towards graduation and adulthood by exploring your career options and setting out both an education and life plan to help you achieve these goals. Throughout your CLE course, you will utilize MyBluePrint to help narrow the many options available to you. In addition, professional skills will be developed including cover letters, resumes and mock interviews. This is a mandatory course for graduation and must be completed prior to Career Life Connections. It is required that students complete this course in their Grade 10 year.

### Career Life Connections + Capstone Project (4 credits)

CLC is designed to support students in the transition to post graduation, preparing students for their first few years after high school, and creating a plan for the future. Students will work on post-secondary program and school selection, applications, scholarship research, GAP year planning, and financial planning for post-graduation activities (tuition, living expenses). Students will continue to work on professional communication: personal and scholarship resumes, university entrance essays, interview skills, and use of social media. Along with the Capstone Project, this is a required course for graduation and may be completed in Grade 11 or 12. It is recommended that students who are planning for direct entry to university complete this course in Grade 11.

### Liberal Arts Co-op (20 credits)

*Recommended: Students must be strong in both English 10 and Social Studies 10 and demonstrate maturity, independence, an excellent work ethic and problem-solving abilities.*

Students will be taking the following courses: Focused Literary Studies 11, Philosophy 12, Psychology 11, Work Experience 12A and Work Experience 12B. Philosophy 12 satisfies the Social Studies 11/12 graduation program requirement. This program provides students the opportunity to explore a variety of professional careers through two, three-week work experiences. Recommendations from both English and Social Studies 10 teachers are mandatory. ADST graduation

requirements will be met upon completion of the program. Application forms must be completed and returned to the Career Centre.

### Skills Exploration Co-op (20 credits)

*Recommended: Students must have completed English 10 and Math 10 and demonstrate maturity, independence, a solid work ethic and problem-solving abilities. Students must be capable and mature enough to work in an industrial environment.*

Students will have an opportunity to explore and learn skills in a variety of Red Seal trade areas, such as mechanics, electrical, plumbing, carpentry, metal fabrication and welding, as well as complete two, three-week work experiences in a trade of interest. This program prepares students for the competitive application process for the District Train in Trades and Work in Trades programs. In this co-op, students will complete a total of 20 credits, including Automotive Technology 12, Skills Exploration 12, Career Life Connections including Capstone, Work Experience 12A and Work Experience 12B. ADST graduation requirements will be met upon completion of the program. Application forms must be completed and returned to the Career Centre.

### YOUTH TRAIN IN TRADES & YOUTH WORK IN TRADES

These programs are excellent opportunities for students to have a head start in their formal trades training. We work with students to complete their application and prepare for the interview, but seats are limited, so students must ensure they have excellent attendance and work habits to have a competitive application. These district programs are in partnership with post-secondary institutions, with the tuition paid by Surrey School District and students earning both high school and post-secondary credits simultaneously.

By taking Youth Train in Trades, students are still able to complete the academic requirements necessary to apply for university. There is NO reason why you can't complete these programs AND apply for university. In fact, we would encourage this, as the student is then able to work in the trade during the four-month University summer holiday, likely earning much more than minimum wage.

Please find below a listing of our Youth Train in Trades, Youth Work In Trades & Dual Credit programs.

## District-Wide Career Education Programs

Program	Trade/ Certification	Location	Credits	Program Length	Minimum Requirements
<b>Automotive Service Technician</b>	Automotive Service Technician	Lord Tweedsmuir Secondary * 4 weeks at Kwantlen Polytechnic University (Cloverdale Campus)	<ul style="list-style-type: none"> <li>5 TRNJ 12 dual credits</li> <li>Progressive Trades Level 1 Apprenticeship Training</li> <li>Kwantlen Certificate of Completion</li> </ul>	<ul style="list-style-type: none"> <li>21 weeks</li> <li>Runs second semester</li> <li>Includes an industry work practicum</li> </ul>	<ul style="list-style-type: none"> <li>'C' or better in a Math 11</li> <li>An English Language Arts 11</li> <li>Physics 11 or related Science 11 recommended</li> <li>Successful completion of Auto 11</li> <li>Have an L or N driver's license</li> <li>Grade 10 English Language Arts, Math and Science</li> <li>Current Food Safe Certificate</li> <li>Create a portfolio</li> </ul>
<b>Baking &amp; Pastry Arts</b>	Baker	Vancouver Community College (Downtown Campus)	<ul style="list-style-type: none"> <li>6 TRNZ 12 dual credits</li> <li>WEX</li> <li>Level 1 Foundation Technical Training</li> </ul>	<ul style="list-style-type: none"> <li>23 weeks</li> <li>July start</li> </ul>	<ul style="list-style-type: none"> <li>Grade 10 completion</li> <li>'C' or better in a Math 10</li> <li>'C' or better in an English Language Arts 10</li> </ul>
<b>Carpentry</b>	Carpenter	Guildford Park <b>OR</b> Frank Hurt Secondary * 4 weeks at Kwantlen Polytechnic University (Cloverdale Campus)	<ul style="list-style-type: none"> <li>4 TRNJ dual credits</li> <li>PRMA 12 math credit</li> <li>Level 1 Foundation Technical Training</li> <li>Certificate of Completion</li> </ul>	<ul style="list-style-type: none"> <li>21 weeks</li> <li>Runs second semester</li> </ul>	<ul style="list-style-type: none"> <li>Grade 10 completion</li> <li>'C' or better in a Math 10</li> <li>'C' or better in an English Language Arts 10</li> </ul>
<b>Collision and Refinishing Common Core</b>	Motor Vehicle Body Repairer or Automotive Painter	Vancouver Community College (Broadway Campus)	<ul style="list-style-type: none"> <li>9 TRNZ 12 dual credits</li> <li>Credit towards Autobody and Collision Technician, and Automotive Refinishing Technician</li> <li>VCC Automotive Collision and Refinishing Foundation Credit</li> <li>1 TRITA 12 dual credit</li> </ul>	<ul style="list-style-type: none"> <li>35 weeks</li> <li>February start</li> <li>Includes an industry work practicum</li> </ul>	<ul style="list-style-type: none"> <li>Grade 10 completion</li> <li>An English Language Arts 11</li> <li>A minimum of an L driver's license</li> </ul>
<b>Construction Craft Worker</b>	Construction Craft Worker	LIUNA, Training Plus Location	<ul style="list-style-type: none"> <li>1 TRITA 12 dual credit</li> </ul>	<ul style="list-style-type: none"> <li>4 weeks</li> <li>Last week in June start</li> </ul>	<ul style="list-style-type: none"> <li>Graduating grade 12 Students only, must be willing to transition to full time work after completing the 4 week training.</li> <li>Physical ability to do the work, able to work outside and capable of lifting 22 kg/ 50 lbs</li> </ul>
<b>Culinary Arts</b>	Professional Cook 1	Tamanawis Secondary	<ul style="list-style-type: none"> <li>5 TRITA 12 dual credits</li> <li>Progressive Trades Level 1 Technical Training</li> </ul>	<ul style="list-style-type: none"> <li>21 weeks</li> <li>Runs second semester</li> </ul>	<ul style="list-style-type: none"> <li>Grade 10 completion</li> <li>Current Food Safe Certificate</li> </ul>
<b>Drafting/CADD</b>	Computer Aided Design and Drafting	Kwantlen Polytechnic University (Cloverdale Campus)	<ul style="list-style-type: none"> <li>4 PSJ 12 dual credits</li> <li>Kwantlen Polytechnic University Citation in CADD Technologies</li> </ul>	<ul style="list-style-type: none"> <li>September - April: 3 hours/night, 2 nights/week</li> <li>May - June: 6 hours/night, 1 night/week, plus online component</li> </ul>	<ul style="list-style-type: none"> <li>Grade 10 completion; Grade 11 completion strongly recommended</li> <li>'C+' or better in a Math 10</li> <li>Have taken or enrolled in Drafting/CADD 11 and/or 12</li> </ul>
<b>Early Childhood Education</b>	Early Childhood Educator Assistant License	Douglas College (Coquitlam Campus) And Hybrid Online	<ul style="list-style-type: none"> <li>4 ECEF 12 dual credits</li> <li>Credit towards a Douglas College Certificate or Diploma in Early Childhood Education</li> </ul>	<ul style="list-style-type: none"> <li>10 weeks theory</li> <li>Then 200 hours practicum</li> <li>February start</li> </ul>	<ul style="list-style-type: none"> <li>Must be 18 years old by December 31st of the calendar year student is taking the program</li> <li>Completion of a Language Arts 12 course and mandatory graduation courses by end of first semester of program year</li> </ul>
<b>Electrical</b>	Construction Electrician	Princess Margaret Secondary	<ul style="list-style-type: none"> <li>5 TRNA 12 dual credits</li> <li>Level 1 Foundation Technical Training</li> <li>BCT certificate</li> </ul>	<ul style="list-style-type: none"> <li>24 weeks</li> <li>Semester 2 start date</li> <li>Completion in July</li> </ul>	<ul style="list-style-type: none"> <li>Grade 10 completion</li> <li>A Math 10</li> <li>An English Language Arts 10</li> <li>Physics 11 or Chemistry 11</li> <li>A Math 10</li> <li>An English Language Arts 10</li> </ul>
<b>Explorations in Aviation Careers</b>	Aviation Careers Sampler	North Surrey Secondary BCT (Aerospace Campus)	<ul style="list-style-type: none"> <li>3 BAA Aviation 12 courses</li> <li>1 Youth Explore Trades Skills 12 - Aviation course</li> <li>1 WEX 12 course</li> </ul>	<ul style="list-style-type: none"> <li>21 weeks</li> <li>Runs second semester</li> </ul>	<ul style="list-style-type: none"> <li>A Math 10</li> <li>An English Language Arts 10</li> </ul>



## District-Wide Career Education Programs

Program	Trade/ Certification	Location	Credits	Program Length	Minimum Requirements
Hairstylist	Hairstylist	School District #36 Hairdressing School (Located at North Surrey Learning Centre)	<ul style="list-style-type: none"> <li>10 TRITA 12 courses</li> <li>SkilledTradesBC Certificate of Qualifications</li> <li>Credit for Level 1 Technical Training</li> </ul>	<ul style="list-style-type: none"> <li>2 semesters</li> <li>First semester of the program is Spring, Second semester is Fall</li> </ul>	<ul style="list-style-type: none"> <li>Grade 10 completion</li> <li>A Math 10</li> <li>An English Language Arts 10</li> </ul>
Heavy Mechanical Trades Foundation	Heavy Mechanical	Vancouver Community College (Broadway Campus)	<ul style="list-style-type: none"> <li>9 TRNZ 12 dual credits</li> </ul>	<ul style="list-style-type: none"> <li>36 weeks</li> <li>February start date</li> </ul>	<ul style="list-style-type: none"> <li>Must be in grade 11 to apply</li> <li>A Math 11</li> <li>An English Language Arts 11 or 12</li> <li>Fluent in English</li> <li>Automotive Tech 11; and 12 recommended</li> <li>Have an L or N driver's license</li> </ul>
Horticulture	Landscape Horticulturist	Kwantlen Polytechnic University (Langley Campus)	<ul style="list-style-type: none"> <li>2 TRNJ 12 dual credits</li> <li>Up to 2 WEX 12 courses</li> <li>Level 1 Apprenticeship Technical Training</li> <li>Kwantlen Certificate of Comp.</li> </ul>	<ul style="list-style-type: none"> <li>6 weeks plus work experience to follow the classroom study</li> <li>Late February start date</li> </ul>	<ul style="list-style-type: none"> <li>Grade 10 completion</li> <li>'C' or better in a Math 10 and an English Language Arts 10</li> <li>Strong interest and marks in sciences</li> </ul>
Inclusive Education Support Worker	Education Assistant Diploma	Surrey Community College	<ul style="list-style-type: none"> <li>Surrey Community College Education Assistant Diploma</li> </ul>	<ul style="list-style-type: none"> <li>5 months</li> <li>Runs second semester</li> <li>Includes 2 practicums</li> </ul>	<ul style="list-style-type: none"> <li>Graduation requirements completed before program start</li> <li>'C+' or better in an English 12, excellent writing skills</li> <li>Recommended Foundations or Pre-Calculus Math</li> <li>Volunteer work with children recommended</li> </ul>
Metal Fabrication	Metal Fabricator (Fitter)	Kwantlen Polytechnic University (Cloverdale Campus)	<ul style="list-style-type: none"> <li>5 TRNJ 12 dual credits</li> <li>Level 1 Foundation Technical Training</li> <li>Kwantlen Certificate of Completion</li> </ul>	<ul style="list-style-type: none"> <li>23 weeks</li> <li>Second semester until mid-July</li> </ul>	<ul style="list-style-type: none"> <li>Grade 10 completion</li> <li>'C' or better in a Math 10 and an English Language Arts 10</li> </ul>
Millwright	Industrial Mechanic - Millwright	Kwantlen Polytechnic University (Cloverdale Campus)	<ul style="list-style-type: none"> <li>5 TRNJ 12 dual credits</li> <li>Level 1 Foundation Technical Training</li> <li>Kwantlen Certificate of Completion</li> </ul>	<ul style="list-style-type: none"> <li>24 weeks</li> <li>Second semester until mid-July</li> </ul>	<ul style="list-style-type: none"> <li>Grade 11 completion</li> <li>'C' or better in a Math 11 and an English Language Arts 11</li> <li>Physics 11 recommended</li> </ul>
Painter	Painter and Decorator	Finishing Trades Institute of BC	<ul style="list-style-type: none"> <li>1 TRITA 12 dual credit</li> <li>Level 1 Apprenticeship Technical Training</li> </ul>	<ul style="list-style-type: none"> <li>6 weeks</li> <li>June start date</li> </ul>	<ul style="list-style-type: none"> <li>Grade 10 completion</li> <li>A Math 10</li> <li>An English Language Arts 10</li> </ul>
Piping	Piping	École Panorama Ridge Secondary	<ul style="list-style-type: none"> <li>6 TRNJ 12 dual credits</li> <li>Level 1 Foundation Technical Training</li> <li>Kwantlen Certificate of Completion</li> </ul>	<ul style="list-style-type: none"> <li>28 weeks</li> <li>Second semester start</li> </ul>	<ul style="list-style-type: none"> <li>Grade 10 completion</li> <li>'C' or better in a Math 10 and an English Language Arts 10</li> <li>Physics 11 recommended</li> </ul>
Tah-tul-ut Indigenous Education Pathway	Education Assistant Diploma	SFU Surrey Campus, 1 <sup>st</sup> semester Resource Education Centre or Invergarry Adult Education Centre, 2 <sup>nd</sup> semester	<ul style="list-style-type: none"> <li>PSIT 12A – 4 credits</li> <li>SFU course, Education 252: Introduction to Reflective Practice</li> <li>Surrey Community College Education Assistant Diploma</li> </ul>	<ul style="list-style-type: none"> <li>2 semesters</li> <li>First semester one SFU course, second semester full time with Surrey Community College</li> </ul>	<ul style="list-style-type: none"> <li>Grade 11 completion</li> <li>Able to complete graduation requirements by 1<sup>st</sup> semester of Grade 12</li> <li>'C' or better in English Studies 12, excellent writing skills</li> <li>Recommended Foundations or Pre-calculus Math</li> <li>Identify as an Indigenous person</li> </ul>
Welding	Welder	Kwantlen Polytechnic University (Cloverdale Campus)	<ul style="list-style-type: none"> <li>6 TRNJ 12 dual credits</li> <li>Level 1 &amp; 2 Foundation</li> <li>Kwantlen credential</li> </ul>	<ul style="list-style-type: none"> <li>28 weeks</li> <li>2nd sem until mid-August</li> </ul>	<ul style="list-style-type: none"> <li>Grade 10 completion, grade 11 recommended</li> <li>'C' or better in a Math 10 and an English Language Arts 10</li> </ul>

## District-Wide Career Education Programs

<b>Youth Work in Trades</b>	Work hours in a trade	Various Employer Sites	<ul style="list-style-type: none"> <li>• 2 WRK 11 courses</li> <li>• 2 WRK 12 courses</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous entry</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 15 years of age</li> <li>• Under 19 years of age</li> <li>• Registered as an apprentice with a ticketed trades person</li> </ul>
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## District-Wide Career Education Academic Dual Credit Courses

Course	Course Code and Partner	Location	Credits	Program length	Minimum Requirements
<b>Criminal Justice Studies 1</b>	Community and Public Safety, CAPS 140 Nicola Valley Institute of Technology	Kwantlen Park Secondary	<ul style="list-style-type: none"> <li>• PSIM 12 – 4 credits</li> <li>• NVIT Course, CAPS 140: Criminal Justice Studies 1</li> <li>• Transferable credit to JIBC and KPU</li> </ul>	<ul style="list-style-type: none"> <li>• 15 weeks</li> <li>• September - December</li> <li>• Tuesdays from 5:00 -8:00 pm</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 student</li> <li>• 'C+' or better in a Math 10 and an English Language Arts 10</li> <li>• Interested in a career in the Canadian justice system or community and public safety sector</li> </ul>
<b>Graphic Design</b>	IAT 102 Simon Fraser University	Simon Fraser University (Surrey Campus)	<ul style="list-style-type: none"> <li>• PSIT 12 – 4 credits</li> <li>• SFU course, IAT 102: Graphic Design</li> </ul>	<ul style="list-style-type: none"> <li>• 14 weeks</li> <li>• September - December</li> <li>• Wednesdays, 4:30-7:20 pm</li> </ul>	<ul style="list-style-type: none"> <li>• Completed grade 10 or 11 prior to program start</li> <li>• Required 'C+' or better in a Math 10 and an English Language Arts 10</li> <li>• Strong desire to learn about visual communication, typography &amp; visual design.</li> <li>• Put in time out of class to learn computer software and work on projects</li> </ul>
<b>Headstart in Art</b>	FNDT 106 Emily Carr	Guildford Park Secondary (Art Room)	<ul style="list-style-type: none"> <li>• Emily Carr course credit for FNDT 106 Drawing &amp; 2D Language (recognized at most other post-secondary institutions)</li> </ul>	<ul style="list-style-type: none"> <li>• September - December</li> <li>• Wednesdays</li> <li>• 4:30 - 7:30 pm</li> </ul>	<ul style="list-style-type: none"> <li>• 'C' or better in an English Language Arts 11 or 12</li> <li>• 2 other grade 11 or 12 academic courses</li> <li>• 2 other grade 11 or 12 elective courses (Art recommended)</li> </ul>
<b>Introduction to Health Science</b>	HSCI 1115 Kwantlen Polytechnic University	Kwantlen Polytechnic University (Surrey Campus)	<ul style="list-style-type: none"> <li>• PSJ 12 – 4 credits</li> <li>• KPU Course, HSCI 1115: Introduction to Health Science</li> </ul>	<ul style="list-style-type: none"> <li>• July - August</li> <li>• Schedule TBA</li> </ul>	<ul style="list-style-type: none"> <li>• Completed grade 11 prior to program start</li> <li>• A recommended 'C-' or better in a Math 10 and an English Language Arts 10</li> <li>• Good attendance and punctuality</li> <li>• Interested in a career in health care</li> </ul>
<b>Introduction to Legal Office Procedures</b>	LGLA 1125 Kwantlen Polytechnic University	Kwantlen Polytechnic University (Surrey Campus)	<ul style="list-style-type: none"> <li>• PSJ 12 – 4 credits</li> <li>• KPU Course, LGLA 1125: Introduction to Legal Office Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• July - August</li> <li>• Schedule TBA</li> </ul>	<ul style="list-style-type: none"> <li>• Completed grade 11 prior to program start</li> <li>• A recommended 'C-' or better in a Math and an English Language Arts 10</li> <li>• Good attendance and punctuality</li> <li>• Interested in a career as a Legal Assistant or Paralegal</li> </ul>
<b>Introduction to Practice for Child and Youth Care Counsellors</b>	CYCC 1141 Douglas College	TBD	<ul style="list-style-type: none"> <li>• PSIF 12 – 4 credits</li> <li>• Douglas College Course, CYCC 1141: Introduction to Practice for Child and Youth Care Counsellors</li> </ul>	<ul style="list-style-type: none"> <li>• July - August</li> <li>• Schedule TBA</li> </ul>	<ul style="list-style-type: none"> <li>• Completed grade 11 prior to program start</li> <li>• Good attendance and punctuality</li> <li>• Capable of academic rigour</li> <li>• Intend to pursue a career as a Child and Youth Care Counsellor</li> </ul>

## Drama

### Drama 9 (General)

*Recommended: All students in this grade*

This class is fantastic for those students who enjoyed Drama 8 and want a whole semester to spend more time developing acting skills and working on creative scene building projects. This course also introduces the students to scripted scene work which adds another level of fun and challenge to their Drama experience. In addition, they also get to add light and sound design to their projects to continue to expand on their understanding of how technical choices make scenes even stronger.

### Drama 9 (Musical Theatre)

Musical Theatre is an exciting extension of Drama with the additional study of singing for scenes/plays and choreography for musical scenes. Just as in Drama, students will work on developing skills for building acting skills and creating dynamic stories on stage. Additionally, in Musical Theatre, the inclusion of song and dance adds a level of energy and complexity to scene performances. Projects are designed for group collaboration and no solos are required. As a class, we also work with a professional guest choreographer and guest vocal coach to help us create two full class musical numbers. At the end of the semester, the class puts on a big revue show including their own original small group musical scenes PLUS the class/company numbers. Students don't need to have any dance experience, nor do they need to be experienced singers. We will all help them learn and practice to become stronger at acting, singing and dancing.

### Drama 10

Drama 10 is essentially a beginning acting class. In Drama 10, students will learn and practice their acting skills through scene building, character development, and improvisation. Drama 10 students also get to work on scripts, including producing a short one act play as a final project. Drama 10 is fun, imaginative and active and it also offers a deeper and more academic exploration of acting than Drama 9. Students will have the opportunity to bring more technical theatre into their scene work.

This course meets the Fine Arts/Applied Skills graduation requirement.

### Musical Theatre 10, 11, 12

Musical Theatre is an exciting extension of Drama with the additional study of singing for scenes/plays and choreography for musical scenes. Just as in Drama, students will work on developing skills for building acting skills and creating dynamic stories on stage. Additionally, in Musical Theatre, the inclusion of song and dance adds a level of energy and complexity to scene performances. Projects are designed for group collaboration and no solos are required. As a class, we also work with a professional guest choreographer and guest vocal coach to help us create two full class musical numbers. At the end of the semester, the class puts on a big revue show including their own original small group musical scenes PLUS the class/company numbers. Students don't need to have any dance experience, nor do they need to be experienced singers. We will all help them learn and practice to become stronger at acting, singing and dancing.

This course meets the Fine Arts/Applied Skills graduation requirement.

### Technical Theatre 9 – NEW FOR 2025-26

*See Ms. Radcliff if you are interested in Technical Theatre 9.*

This course will be a fun introduction to technical theatre. Beginning students will learn the basics of design in light and sound and how to operate our light and sound equipment in the theatre. Technical Theatre students will work with performing students to collaborate on ideas and scene production.

NOTE: Students taking Technical Theatre must be capable of creative collaboration with their peers and have good communication skills. Technical Students must also be responsible and capable of working independently in a responsible way. They are trusted to work in the booth, often with their fellow techs, and with expensive equipment. Safety is important so maturity in Technical Theatre students is important.

### Technical Theatre 10

Technical Theatre is an exciting course for those who are really interested in theatre and creative storytelling but

don't want to be a performer on stage. In Tech Theatre, students get to learn the basics of designing and operating lighting and sound equipment for the purpose of supporting the performances on stage. Other topics of study may include: scenic painting, props and stage management. This class is great for those who want to learn all about theatre production without having to be an actor.

**NOTE:** Students taking Technical Theatre must be capable of creative collaboration with their peers and have good communication skills. Technical Students must also be responsible and capable of working independently without direct teacher supervision.

This course meets the Fine Arts/Applied Skills graduation requirement.

### **Directing and Scriptwriting 11, 12**

*Recommended: Students who have taken Drama 10, 11 or 12. In order to be able to effectively direct others, Directing students should have some experience and a working knowledge of theatre performance concepts, vocabulary and etiquette.*

Directing and Scriptwriting is an advanced Theatre course for students who are highly motivated, self-directed, communicative and suited to be role models to their peers. This is an excellent opportunity to develop leadership skills and learn the vast parameters of theatre production. Students will work on fundamental acting skills, the basics of play directing, the creation of movement and playbuilding projects, write monologues, and write and direct a one act play. This course is highly collaborative in nature; students will work with Drama students and Technical Theatre students to create and design performance works.

This course meets the Fine Arts/Applied Skills graduation requirement.

### **Drama 11 / 12**

Drama 11/12 is an exciting and creative acting class where students will develop skills in a supportive and positive environment. In Drama 11/12, students will learn and practice their acting skills through scene building, character development, and improvisation. Drama 11/12 students also get to work on scripts, including producing a short one-act play as a final project. Drama 11/12 is fun, imaginative and active and it also offers a meaningful exploration of the craft of acting. Students will have the opportunity to bring more

technical theatre into their scene work. Drama 11/12 students are expected to be able to be strong creative collaborators and be able to work independently.

This course meets the Fine Arts/Applied Skills graduation requirement.

### **Film Studies 10/11/12 – NEW FOR 2025-26**

Film Studies is a fantastic class for anyone wanting to learn about all film making! Students learn the basics of how shots and visuals are chosen and how they are brought together to tell fantastic stories on screen. We also learn the basics of editing to construct films with maximum effect. We watch films made by famous film makers and discuss their unique styles in cinematic storytelling. Filmmakers like Wes Anderson, Tim Burton and Alfred Hitchcock are just some of the famous directors we learn about. Students have the opportunity to make several short films in teams throughout the semester. Every student writes a screenplay and the class selects several of those screenplays to produce as their final film project. Film Studies does involve written work and lots of hands-on projects, too. We use basic equipment to craft compelling films and we host a big Film Screening night at the end of the course. Teamwork, collaboration, creative and critical thinking and a love of film are important skills for students to have in Film Studies.

**Students need to be strong creative collaborators with their peers as all projects are done in groups. Students also need to be able to work independently and responsibly and manage their time well. Projects may require students to work in their groups in locations off of school grounds.**

### **Technical Theatre 11/12**

Technical Theatre is an exciting course for those who are really interested in theatre and creative storytelling but don't necessarily want to be a performer on stage. In Tech Theatre, students get to learn the basics of designing and operating lighting and sound equipment for the purpose of supporting the performances on stage. Other topics of study may include: scenic painting, props, costume design and stage management. This class is great for those who want to learn all about theatre production without having to be an actor. Tech Theatre

does require written work and consistent attendance as most of the assignments are completed on equipment located in the theatre space.

**NOTE:** Students taking Technical Theatre must be capable of creative collaboration with their peers and have good communication skills. Technical Students must also be responsible and capable of working independently without direct teacher supervision, and to manage time well. Students will be encouraged to volunteer to tech for school productions and events.

This course meets the Fine Arts/Applied Skills graduation requirement.

# English

## English 8

Using spoken word, written, visual, and digital texts, English 8 students are expected, both individually and collaboratively, to be able to develop an appreciation of literature and language.

Comprehend and connect (reading, listening, viewing)

- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- Recognize how language constructs personal, social, and cultural identity
- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways
- Recognize how literary elements, techniques, and devices enhance and shape meaning
- Recognize an increasing range of text structures and how they contribute to meaning
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Develop an awareness of the protocols and ownership associated with First Peoples texts

Create and communicate (writing, speaking, representing)

- Exchange ideas and viewpoints to build shared understanding and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences

- Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message
- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
- Use and experiment with oral storytelling processes
- Select and use appropriate features, forms, and genres according to audience, purpose, and message
- Transform ideas and information to create original texts.

## English 9

Building on the skills developed in English 8, students in English 9 will continue refining their use of spoken word, written, visual, and digital texts. English 9 students are expected, both individually and collaboratively, to be able to develop an appreciation of literature and language.

Comprehend and connect (reading, listening, viewing)

- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- Recognize how language constructs personal, social, and cultural identity
- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways
- Recognize how literary elements, techniques, and devices enhance and shape meaning
- Recognize an increasing range of text structures and how they contribute to meaning
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First

Peoples perspectives, values, beliefs, and points of view

- Develop an awareness of the protocols and ownership associated with First Peoples texts

Create and communicate (writing, speaking, and representing)

- Exchange ideas and viewpoints to build share understanding and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
- Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message
- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
- Use and experiment with oral storytelling processes
- Select and use appropriate features, forms, and genres according

### **Creative Writing/Composition 10**

This course offers the opportunity for students to play with words and develop lifelong language skills through the writing process. This course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. This course will also develop students' written communication through the exploration of literature in a variety of contexts. Students will explore and create coherent, purposeful compositions while developing and refining their writing abilities.

Creative Writing/Composition 10 provides opportunities for diverse learners to be supported in the development of the following areas:

- using multimodal creative forms that combine visual, written, and oral texts
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout
- composing narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines

- citing sources, considering the credibility of evidence, and evaluating the quality and reliability of the sources

Note: Creative Writing/Composition 10 skills are the foundation for Senior English Studies.

### **Literary Studies/Composition 10**

This course offers the opportunity to explore various themes, authors, and genres. Students will deepen their understanding of themselves, others, and the world through the study of text, stories, and various forms of media. This course will also develop students' written communication through the exploration of literature in a variety of contexts. Students will explore and create coherent, purposeful compositions while developing and refining their writing abilities.

Literary Studies/Composition 10 provides opportunities for diverse learners to be supported in the development of the following areas:

- exploring specific themes, periods, authors, or areas of the world through literary works in a variety of media
- expanding development of educated global citizens
- developing balance and broadening students' understanding of themselves and the world
- First Peoples' texts, worldviews, and Principles of Learning are embedded throughout
- composing narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- citing sources, considering the credibility of evidence, and evaluating the quality and reliability of the sources

Note: Focused Literary Studies/Composition 10 skills are the foundation for Senior English Studies.

## **New Media/Composition 10 – NEW FOR 2025-26**

New Media/Composition 10 is a course designed to reflect the changing role of technology today and the increasing importance of digital media in communicating and exchanging ideas. This course seeks to use more modern forms of media to look at issues that are affecting today's generation of youth. Through a study of documentaries, online videos, journal articles, TED talks, and a variety of other examples of digital media, the students in New Media/Composition will explore modern issues such as cyberbullying, gender identification, media bias and manipulation, environmental issues and an overall umbrella of how to find a sense of self in the modern technological age. This course will also develop students' written communication through the exploration of literature in a variety of contexts. Students will explore and create coherent, purposeful compositions while developing and refining their writing abilities.

New Media/Composition 10 provides opportunities for diverse learners to be supported in the development of the following areas:

- Access information for diverse purposes (relevance & reliability)
- Apply appropriate strategies in a variety of contexts (extend thinking)
- Recognize the complexities of digital citizenship.
- Think critically, creatively, and reflectively
- Demonstrate speaking and listening skills for a range of purposes.
- Use digital and multimedia design process
- Express and support an opinion with credible evidence.

New Media/Composition 10 skills are the foundation for Senior English Studies

### **Composition 11: 4 Credits**

Composition is designed for students who have an interest in refining their skills in written communication in a variety of contexts as they continue to explore, extend and improve their writing. Within a supportive community of writers, students will study, create, and write original, authentic pieces for diverse purposes and in diverse forms.

- composing narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- citing sources, considering the credibility of evidence, and evaluating the quality and reliability of the sources

This course is to support and prepare students for University and Post Secondary Studies.

### **Literary Studies 11: 4 Credits**

Focused Literary Studies allows students to delve into literature. Students will be able to explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media while also being given the opportunity of choice to allow them to follow their passion. Possible areas of study may include: Canonical literature by Era, Genre Specific Studies, World Literature, Diasporic Literature, Feminist Literature, Canadian Literature, First Peoples Texts, and Specific Author Studies.

This course is to support and prepare students for University and Post Secondary Studies.

### **Creative Writing 11: 4 Credits**

Creative Writing is designed for students who are interested in using writing for self-expression, for various creative purposes and who want to develop lifelong language skills. Within a support community, students will become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Creative Writing 11 is grounded in the exploration and application of the writing process, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing. The course will include several workshops for



students' writing and may include guest speakers and field trips.

The following are areas of focus within Senior Creative Writing:

- Short Fiction and Poetry
- Creative Non-Fiction
- Memoir

This course is to support and prepare students for University and Post Secondary Studies.

### **English First Peoples Literary Studies and Writing 11**

This course develops and enhances a students' appreciation of literary and language. It includes the core skills from Composition/Creative Writing 10 and Composition/Focused Literary Studies 10. In EFP students specifically focus on the texts, oral traditions and protocols of First Peoples in Canada.

Skills Include:

- reading strategies, comprehension, and analysis
- composing narrative, expository, descriptive, persuasive, and opinion texts
- oral language

### **Psychology 11**

Psychology 11 is an introduction to psychology; it is a survey course with a broad scope and sequence. Topics covered include experimental methodology, emotion, motivation, states of consciousness, child and adult development, sleep and dreaming, abnormal psychology intelligence, creativity, personality theory, and other broad issues within the discipline.

### **English First Peoples 12**

(Mandatory Course that can be taken in either of the senior grades. Students could also choose to take English Studies 12 as their mandatory English 12 course.)

Similar to English Studies 12 this course continues to develop and enhance students' appreciation of literary and language. It includes the core skills from Composition 11, Focused Literary Studies 11, First

Peoples 11, and Creative Writing 11. In EFP 12 students specifically focus on the texts, oral traditions and protocols of First Peoples in Canada.

Skills Include:

- reading strategies, comprehension, and analysis
- composing narrative, expository, descriptive, persuasive, and opinion texts
- oral language

### **Creative Writing 12**

Creative Writing 12 is designed to develop the craft of writing in such areas as short stories, poetry, novels, non-fiction articles, creative non-fiction, stage and screen plays. Each year, the course will provide different writing opportunities, but students may choose to continue work on a project started in Creative Writing 11. The course will include several workshops for students' writing and may include guest speakers and field trips. Students are encouraged to enter at least two writing contests and have work submitted for publication. Creative Writing 12 is grounded in the exploration and application of the writing process, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing.

### **Psychology 12**

*Recommended:* Psychology 11

Psychology 12 will provide students with the opportunity to study and investigate such topics as personality disorders, health, human development, gender roles and stereotyping, research methods and social psychology.

### **Advanced Placement (AP) Psychology 12**

(Note: AP Psychology is for students who wish to pursue university-level studies while in high school. Completion of the course provides students with university credit.)

AP Psychology introduces students to the systematic and scientific study of the behaviour and experiences of human beings and other animals. Students study psychological facts, principles, theories and phenomena associated with each of the major subfields within psychology. They also learn about ethics and the methods psychologists use in their science and practice.

The following units are covered in the course: History and Approaches; Research Methods; Biological Bases of Behaviour; Sensation and Perception; States of Consciousness; Learning and Cognition; Motivation and Emotion; Developmental Psychology; Personality; Abnormal Behaviour; and Social Psychology.

## French Immersion

### **Français Langue 8**

Development of four language competencies: reading, writing, listening and speaking using multiple resources including technology. Learn strategies to revise and edit work. Grammar study in a scope and sequence outlined by BC Ministry of Education. Literary focus: Legends and theatrical works.

### **Sciences 8**

This course is conducted in French. The Science 8 program is designed to provide students with a learning experience that is both "hands on" and "minds on", focussing on the big idea of what science is and how it is practiced. The scientific method provides the framework for asking valid questions and designing and carrying out experiments. The major themes investigated in this course include: cells and the immune system, kinetic molecular theory and the atom, light and optics, and plate tectonics. Students will use these concepts as a platform to investigate how to think scientifically, evaluate ideas critically, and investigate fully. Scientific literacy, scientific inquiry, critical thinking, observation and analysis of data will be emphasized.

### **Sciences Humaines 8**

This course is conducted in French. In Social Studies 8, students will navigate their learning from the 7th Century, to approximately 1750. Within this timeframe, students will investigate how the changing ideas about the world created tension between tradition and advancing society. Learning and applying a variety of skills, students will also learn how contact and conflicts between peoples stimulated significant cultural, social, and political change. Changes in population and living standards are explored as societies learn of one another's advancements, and the geography of the world. As societies continue to explore the world, expansion and colonization have varying consequences for different groups. The geography component will focus on world geography, how to read, interpret and understand maps, time and space, and the relationship between land and people. Students will also examine current social issues relevant to our world today.

### **Français Langue 9**

### *Prerequisite: Français Langue 8*

Reinvestment in four language competencies: reading, writing, listening and speaking using multiple resources including technology. Elaboration of ideas and statement of point of view as well as portrait description. Reaffirm strategies to revise and edit work. Grammar study in a scope and sequence outlined by BC Ministry of Education. Literary focus: Fables and novels.

### **Sciences 9**

### *Prerequisite: Sciences 8*

This course is conducted in French. Science 9 is a general science course that involves the use of scientific inquiry as students plan and conduct experiments. Students will process, analyse and evaluate data and information. Ideas will be applied and communicated. The Big Ideas for this course involve the study of cell reproduction, electricity, matter and energy cycles in the environment, and an introduction to chemistry.

### **Sciences Humaines 9**

### *Prerequisite: Sciences Humaines 8*

This course is conducted in French. The learning standards for Social Studies 9 span from 1750-1919 and will build on the following 4 big ideas: 1. How emerging ideas profoundly influence societies and events, 2. How the physical environment influences the nature of change, 3. How power can affect the balance of relationships between individuals and societies, and 4. How a group's identity can be affected over time. Themes of EMS' Social Studies Department in grade 9 will focus on revolutions such as the French Revolution, American Revolution, and the Industrial Revolution. Social Studies 9 will also focus on the social, political, and economic development of 19th Century Canada, and the emergence of modern Canada. Students will study the identity, society and culture of Canada and the issues that steered Canada towards political unity and nationhood. Students will also investigate English, French, and First Nation relations throughout the course, investigate how geography influenced the economic development and settlement patterns in regions of Canada.

### **Français Langue 10**

### *Prerequisite: Français Langue 9*

Build increased confidence in the four language competencies: reading, writing, listening and speaking using multiple resources including technology. Critical

thinking is promoted and stated. Demonstrate greater ease with strategies to revise and edit work. Grammar study in a scope and sequence outlined by BC Ministry of Education. Literary focus: Short stories, novels, current events, fairy tales.

### **Éducation Physique et Santé 8-10 – NEW FOR 2025-26**

Through participation in a variety of activities, students will develop a positive attitude towards active living in the pursuit of lifelong health and well-being. Activities will be selected from the movement categories of: games, individual and dual activities, dance, and alternate environment activities. Emphasis is placed on developing positive personal and social behaviours and interpersonal relationships. The demonstration of efficient and effective movement skills will be emphasized.

Note: French Immersion students participating in the Hockey Academy will receive their PHE credit through the Academy and not by taking this course. More details will be shared with students at the Course Assembly.

### **Sciences 10**

*Prerequisite: Sciences 9*

This course is conducted in French. Science 10 will extend the students understanding of the major fields of science. Laboratory skills will be emphasized. The major topics studied are: Physical Science - Chemical reactions and radioactivity; Motion. Life Science: Sustainability of ecosystems. Earth and Space Science - Energy transfer in natural systems and Plate tectonics.

### **Sciences Humaines 10**

*Prerequisite: Sciences Humaines 9*

This course is conducted in French. The learning standards for Social Studies 10 focus on Canada and the world from 1919 to present and will build on the following big ideas: 1. How global and regional conflicts have been a powerful force in shaping our contemporary world, 2. How the development of political institutions is influenced by economic, social, ideological and geographic factors, 3. How worldviews lead to different perspective and ideas about developments in Canadian society, and 4. How historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society. Within these big ideas, students will learn about Canada's involvement in international conflicts during the 20th and 21st Century.

The course also examines the development and impact of Canadian social policies and programs related to immigrants, First Nations, and minority rights. Canadian politics including the inner workings of Canadian government and the Senate are studied. Geographically topics such as population, living standards and the environment are studied.

### **Français Langue et Culture 11**

*Prerequisite: Français Langue 10*

Focus is to develop the components of an active language class. Emphasis is put on the oral spontaneous activities/ games, exploring "francophonie " in poetry, music, novel , picture books, journal entries, movies, documentaries, oral presentations. The writing process reinforces verb tenses of past, present and future. Students taking this course are active participants and many evaluations are done in class. Students taking this class should have high attendance level, a motivation to speak in French at all times and a special curiosity about the francophone culture in general.

### **Career Life Connections 12 + Capstone (4 credits) (FRIM Option based on enrollment)**

FRIM CLC is designed to support students in the transition to post graduation with an emphasis on the ages of 18-24.

Students will work on post-secondary program and school selection, applications, scholarship research, GAP year planning, and financial planning for post-graduation

activities (tuition, living expenses). Students will continue to work on professional communication: personal and scholarship resumes, university entrance essays, interview skills, and use of social media. They will continue to update their MyBlueprint profile, so that, by the end of the course, students are prepared for the presentation of their Capstone Project and their transition to post-graduation. Along with the Capstone Project, this is a required course for graduation and may be completed in Grade 11 or 12. It is recommended that students who are planning for direct entry to university complete this course in the second semester of Grade 11.

The Capstone Project is included within the CLC course, and is required for graduation.

## **Commercialisation et Promotion 11**

Marketing and Promotion is a French Immersion course where the student assumes a leadership role as part of a marketing team. Building on the concepts delivered this course, students will apply marketing theory and concepts towards our objective of promoting our school.

## **Français Langue et Culture 12**

*Prerequisite: Français Langue 11*

Students prove linguistic competency and cultural engagement both in and out of the classroom. They demonstrate confidence in reading, writing, listening and speaking using multiple strategies and resources, including technology, that demonstrate competent bilingualism in a variety of circumstances when the outcome is uncertain. Critical thinking is promoted and stated, an argument can be convincing. Students in FRAL 12 must demonstrate ease revising and editing work using online tools. Literary focus: current events, fables, legends, short stories, fairy tales, poetry and varied literary works. DELF participation is optional.

# Home Economics

FDN 8	FDN 9	FDN 10	FDN SR
<p style="text-align: center;"><b>FOODS 8: BASIC COOKING</b></p> <p><i>ADST 8 is designed to broaden the experience base of our students as they begin to discover the world of possibilities for study. ADST 8 focuses on the domains of Nutrition, Textiles, and the Design process using wood and metal.</i></p>	<p style="text-align: center;"><b>FOODS 9: JUNIOR COOKING</b></p> <p><i>Foods 9 is an introductory course that focuses on kitchen basics as well as a healthy approach to eating. Students will work their way through breakfast, lunch, dinner, healthy snacking and dessert all the while developing skills through demonstration, labs, and inquiry learning projects.</i></p> <p><i>This is an excellent course for students with a keen interest in building confidence in the kitchen.</i></p> <p><i>An enhancement fee covers food products prepared and consumed in class.</i></p>	<p style="text-align: center;"><b>FOODS 10: INTRO TO SENIOR FOODS</b></p> <p><i>Foods 10 is a class well suited for students that are new or have junior experience cooking in the kitchen.</i></p> <p><i>Students will review the basics and then continue on to learn higher level culinary skills through demonstrations, labs, and theory.</i></p> <p><i>Themes include a culinary tour of Canada, as well as an introduction to international cuisine, healthy eating, nutrition and food industry.</i></p> <p>This course meets the Fine Arts/Applied Skills graduation requirement.</p> <p><i>An enhancement fee covers food products prepared and consumed in class.</i></p>	<p style="text-align: center;"><b>FOODS 11/12: SENIOR FOODS</b></p> <p><i>Foods 11/12 provides students with a hands-on exploration of culinary techniques, cultural traditions, and healthy eating practices. This course combines elements of international cuisine, nutrition, and professional cooking to offer a well-rounded experience.</i></p> <p><i>Students will: Prepare dishes using global ingredients and techniques while exploring their cultural significance; Learn about nutrient-dense foods, plant-based options, and sustainable eating practices; Build advanced culinary skills and knowledge of industry practices.</i></p> <p>This course meets the Fine Arts/Applied Skills graduation requirement.</p> <p><i>An enhancement fee covers food products prepared and consumed in class.</i></p>
<p style="text-align: center;"><b>RECOMMENDED</b> <i>All students in this grade</i></p>	<p style="text-align: center;"><b>RECOMMENDED</b> <i>All students in this grade</i></p>	<p style="text-align: center;"><b>RECOMMENDED</b> <i>All students in this grade</i></p>	<p style="text-align: center;"><b>STRONGLY RECOMMENDED</b> <i>Completion of FDN9/10</i></p>

## **Foods 11/12 – CHANGE FOR 2025-26**

### *Exploring Culinary Arts, Nutrition, and Global Cuisines*

Prerequisite: Strongly recommended *completion of Food Studies 9/10 (FDN9/10)*

Foods 11/12 offers students a comprehensive exploration of culinary techniques, cultural traditions, and healthy eating practices. This dynamic course combines the best of international cuisine, healthy nutrition, and professional cooking, providing students with a well-rounded experience in the kitchen and beyond.

Students will:

- Prepare dishes using ingredients and techniques from diverse world cuisines while exploring their cultural and historical significance.
- Gain knowledge about nutrient-dense foods, plant-based options, dietary alternatives, and sustainable eating practices, including the impact of food choices on personal health and the environment.
- Develop advanced culinary skills and industry knowledge, focusing on precision, creativity, and professional practices in the kitchen.

This course is designed to provide flexibility for students, offering credit toward both Grade 11 and Grade 12 requirements. To support the enhanced learning experience, an enhancement fee will be charged to cover aspects of the course that go above and beyond the curriculum, including the preparation and enjoyment of food products by students.

Whether students aspire to a career in food, have a passion for cooking, or want to enhance their culinary knowledge, this course equips them with the skills to make informed and delicious food choices.

### **Textiles 9**

This course focuses on the fundamentals of sewing, clothing, fabrics and fashion. Students will learn basic sewing construction techniques using a sewing machine and serger. Students will also learn about fibres, how to use simple patterns, the elements of design and social factors that influence textile choices. This is a practical course with emphasis on projects. Students are expected to complete a minimum of three projects of choice that are appropriate to their skill level. The students will also construct some smaller projects throughout the semester. Students are responsible for purchasing patterns, fabric and supplies.

### **Textiles 10**

This is a clothing construction course that offers students an opportunity to develop sewing skills by creating clothing that is unique and personal. Students will learn about fibres and the properties of fabrics, how to modify patterns, factors that affect the selection of textile items, the business and career side of textiles and the economical and ethical issues in textile production and consumption. This is a practical course with emphasis on projects. Students are expected to complete a minimum of three projects of choice that are appropriate to their skill level. The students will also construct some smaller projects throughout the semester. Students are responsible for purchasing patterns, fabric and supplies.

This course meets the Fine Arts/Applied Skills graduation requirement.

### **Textiles 11**

This is a clothing construction course that offers students an opportunity to develop sewing skills by creating clothing that is unique and personal. Students will learn about fibres and the properties of fabrics, how to modify patterns, factors that affect the selection of textile items, the business and career side of textiles and the economical and ethical issues in textile production and consumption. This is a practical course with emphasis on projects. Students are expected to complete a minimum of three projects of choice that are appropriate to their skill level. The students will also construct some smaller projects throughout the semester. Students are responsible for purchasing patterns, fabric and supplies.

This course meets the Fine Arts/Applied Skills graduation requirement.

### **Fashion Industry 12**

*Recommended: Textiles 11*

This course focuses on advanced sewing techniques and skills. Students will construct three garments using advanced sewing techniques and tailoring. Students are encouraged to explore their personal and creative interests. They will also build on their knowledge of design elements, fibre theory, career opportunities and the cultural and historical influences of textiles. This is a practical course with emphasis on projects. Students are expected to complete a minimum of three projects of choice that are appropriate to their skill level. Students

are responsible for purchasing patterns, fabric and supplies.

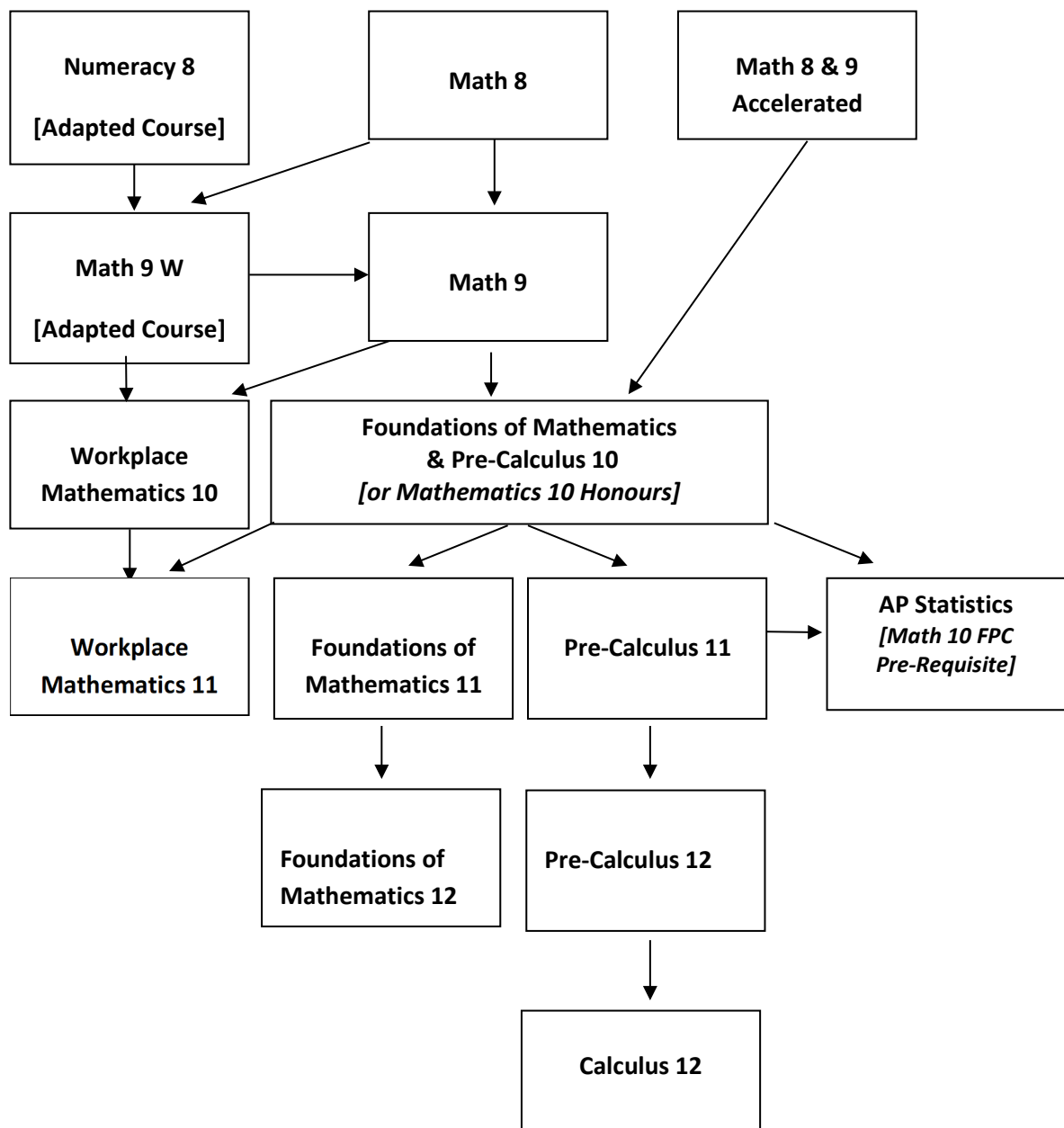
This course meets the Fine Arts/Applied Skills graduation requirement.

### **Textiles 12**

This is a clothing construction course that offers students an opportunity to develop sewing skills by creating clothing that is unique and personal. Students will learn about fibres and the properties of fabrics, how to modify patterns, factors that affect the selection of textile items, the business and career side of textiles and the economical and ethical issues in textile production and consumption. This is a practical course with emphasis on projects. Students are expected to complete a minimum of three projects of choice that are appropriate to their skill level. The students will also construct some smaller projects throughout the semester. Students are responsible for purchasing patterns, fabric and supplies.

This course meets the Fine Arts/Applied Skills graduation requirement.

# Mathematics



**Workplace Courses** → For students who struggle with mathematics and do not intend to study at the college or university level (Applicable to some college programs)

**Foundations Courses** → For students who will likely attend a post-secondary program or college/university without a focus on math or science

**Pre-Calculus Course** → For students who have **strong** mathematical abilities who intend to study math or science at a post-secondary school.



**Math 8**

*Recommended: Grade 7 or 8W*

This course explores basic numeracy concepts including proportional reasoning, ratio, rates, geometry, algebra, financial literacy, and statistical analysis. Students will work on developing their mathematical thinking and reasoning skills as well as building their understanding and solving abilities.

**Math 8/9 Accelerated**

This course covers the entire math curriculum for Math 8 and Math 9 in one semester. It is designed for students who are strong in math and have a good work ethic. On completion of this course students could enroll in a mathematics 10 course in their grade 9 year. Enrollment is by assessment which is completed during their grade 7 year. Grade 7 teachers will be contacted directly by our Math Department Head with further information.

**Math 8W**

This program is designed for students who struggle with mathematics and required additional support and adaptations to be successful. Students have the option of taking Math 9 W or Math 8 in the following school year. Enrollment is by teacher recommendation in consultation with the Learner Support Team.

**Math 9**

*Recommended: Math 8 or Math 9W*

This course explores basic algebraic concepts of equation solving and polynomials plus geometry and data analysis. Topics on exponents and financial literacy will also be covered. Students will work on developing their mathematical thinking and reasoning skills as well as building their understanding and solving abilities.

**Math 9W**

*Recommended: Math 8 or Math 8W*

This program is designed for students who struggle with mathematics and required additional support and adaptations to be successful. Students have the option of taking Math 10 W or Math 9 in the following school year. Enrollment is by teacher recommendation in consultation with the Learner Support Team.

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

*Recommended: Math 9 with C+ or higher*

This course continues and extends the exploration of linear relations, exponent, polynomials, and financial literacy. It will also include topics on radicals, trigonometry and arithmetic sequences. Students will learn to be fluent and flexible thinkers with numbers. Skills such as reasoning, visualizing, modelling, making connections and communicating ideas will all be key to building their understanding and success in mathematics. It is a prerequisite for Foundations of Math 11 and Pre-Calculus 11.

**Foundations of Mathematics and Pre-Calculus 10 (Honours)**

*Recommended: Minimum of an A in Math 9*

This is an enriched course which has similar outcomes to Math 10 Foundations and Pre-Calculus. It may move at a faster pace and include other topics not normally discussed in Math 10. This course is meant for students who accelerate in mathematics and have a passion for the subject. Students who take this course should be planning to take Pre-Calculus 11.

**Workplace Mathematics 10**

*Recommended: Math 9 or Math 9W*

This course is designed for students who may struggle in mathematics or/and are not planning to pursue a career that requires university. It continues and extends the exploration of geometry, data analysis and financial literacy. It will also include topics on statistical reasoning and trigonometry. Students will learn to be fluent and flexible thinkers with numbers. Skills such as reasoning, visualizing, modelling, making connections and communicating ideas will all be key to building their understanding and success in mathematics. It is a prerequisite for Math 11 Workplace.

**Workplace Math 11**

*Recommended: Workplace Math 10 or Math 10*

This pathway is specifically designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades at post secondary and for direct entry into the work force. Topics include financial literacy, statistics,

graphical representations, 3D objects, rates of change, and puzzles and games.

### **Foundations of Mathematics 11**

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

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus, such as Economics, Geography, Psychology, Criminology, Arts or Humanities. Topics include mathematical reasoning, angle relationships, graphical analysis, applications of statistics, scale models, and financial literacy.

### **Pre-Calculus 11**

*Recommended: Foundations of Mathematics and Pre-Calculus 10 with a 73% or higher*

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, such as Sciences or Engineering. Topics include the real number system, rational exponents, radicals operations and equations, rational expressions and equations, quadratic functions and equations, linear and quadratic inequalities, trigonometry (angles in standard positions, non-right triangles), and financial literacy.

### **Advanced Placement (AP) Statistics 12**

*Recommended: 73% in Pre-Calculus Math 10*

The course is offered to strong math students in grades 11 and 12 who are planning to pursue studies in math, science, social sciences (i.e. psychology), or business. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimental, Anticipating Patterns, Statistically Inference. Students who successfully complete the course and exams may receive credit, advanced placement, or both for a one-semester introductory university statistics course.

### **Foundations of Mathematics 12**

*Recommended: Foundations of Mathematics 11 or PC11*

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in the arts or the humanities. Topics include geometry, graphical representations of functions, regression analysis, combinatorics, probability, and financial planning.

### **Pre-Calculus 12**

*Recommended: Pre-Calculus Mathematics 11 with 73% or higher*

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, like Mathematics, Sciences or Engineering. Topics include transformations of functions, exploration of functions and equations (polynomials, exponentials, logarithmic, rational) trigonometry (functions, equations, identities), and sequences and series.

### **Calculus 12**

*Recommended: Pre-Calculus Math 12 with 73% or higher*

Calculus is an elective math course at the Grade 12 level. Calculus is a required component of many post-secondary programs in the sciences, business, technology, nursing, etc. It is highly recommended for students planning on taking a post-secondary Calculus course to first experience the concepts at the high school level. The course will include both differential and integral Calculus topics.

## Modern Languages

### French 8

French 8 is required to fulfill the requirements for the Ministry Language Education Policy. Students will continue to build a wide range of language skills. Emphasis is placed on listening comprehension and oral participation, such as short conversations and sharing information. Writing skills are also introduced. Cultural elements are explored to develop a better understanding of the French-speaking world.

### French 9

*Recommended: Core French 8*

French 9 allows students to communicate at a basic level in French, through topics that are personally meaningful. The course emphasizes the use of the communicative approach, provides authentic interaction in French through listening, speaking, reading, and writing activities, and leads students to discover the underlying grammatical structures of the French language.

### Spanish 9 Level 1

In Spanish 9, students acquire the language using a mixture of reading and storytelling that creates an authentic language learning experience in a classroom setting. Using comprehensible input, students will develop fluency in listening, reading, writing and speaking. Spanish 9 focuses mainly on the following themes: basic vocabulary (date, time, weather, numbers etc.), describing others and oneself, communicating likes and needs, as well as vocabulary related to going to school and family. Novel studies and cultural activities will also be used to foster cultural understanding and enhance language learning.

No textbook or workbook required.

### French 10

*Recommended: French 9*

French 10 continues to emphasize the communicative approach as students explore topics relevant to self and the Francophone world while building their language skills (listening, speaking, reading, and writing) through authentic interactions in French. Student knowledge of supporting grammatical concepts continues to be developed as well as the capacity to express ideas, opinions, and preferences in spontaneous conversation and in presentation.

### Spanish 10 Level 2

Spanish 10 expands on the material covered in Spanish 9 with continued emphasis on comprehensible input through reading and storytelling. Students will continue to develop their conversation skills and acquire fluency in reading and writing as well. Spanish 10 focuses mainly on the following themes: food (restaurant), school supplies, states of mood, daily routines, household items and chores. Novel studies and cultural activities will also be used to foster cultural understanding and enhance language learning. Through various activities, students will explore the cultures of Mexico and Costa Rica. No textbook or workbook required.

### French 11

*Recommended: French 10*

Students explore French cultural topics and are expected to attain a working fluency in French. The integrated study of speaking, listening, reading, and writing is further emphasized, as well as the grammatical structures to support the increasingly complex nuances of the French language. Novel studies and cultural activities will also be used to foster cultural understanding and enhance language learning.

### Spanish 11 Level 3

Using the storytelling framework, students are now expected to use the language with more flexibility and creativity when listening, reading, writing and speaking. Spanish 11 focuses mainly on the following themes: organizing events, sports, body parts, relationships and activities to do with friends. Novel studies and cultural activities will also be used to foster cultural understanding and enhance language learning. Through various activities, students will explore the cultures of Colombia, Peru and Ecuador.

### French 12

*Recommended: French 11*

French 12 can be used for submission of Grade Point Average (GPA) for Post-Secondary admission. French 12 is the culmination of the study of French language and culture. The course emphasizes the refinement of student language skills (listening, speaking, reading, and writing) through music, film, and literature. Students continue to develop their working fluency of the French language, their composition style, as well as their understanding of sophisticated grammar to support their

language learning. Students may also consider the DELF certificate recognized worldwide as proof of proficiency in French which can be useful for admissions and the global job market.

#### **Spanish 12 Level 4**

Spanish 12 can be used for submission of Grade Point Average (GPA) for Post-Secondary admission. It is an advanced course in Spanish language acquisition. Students continue to develop proficiency in listening, reading, writing and speaking skills using comprehensible input through reading and storytelling, but are now expected to have acquired working fluency of the language to be able to communicate creative opinions and arguments. Novel studies and cultural activities will also be used to foster cultural understanding and enhance language learning. Through various activities in class, students will explore the cultures of Spain, El Salvador and Bolivia. No textbook or workbook required.

## Music

### **Beginner Band 9-12 – NEW FOR 2025-26**

Students with no previous music or school band experience are welcome. Students in this class learn to play a concert band instrument. Instruments are also chosen in consultation with the instructor to ensure a good match, and an enjoyable concert band experience for all students in the class. After successful completion of this course, students will take Junior Concert Band in the following year unless recommended otherwise by the instructor.

### **Concert Band 8**

Music 8 is designed to introduce students to the challenge and excitement of the Secondary School music program. Students will listen to and perform music in a wide variety of styles (Rock, Classical, Jazz, World Music). Students will receive instruction in correct technique, musical literacy, and listening skills. Music 8 students will have the opportunity to perform at numerous Earl Marriott Music concerts, as well as at other local and regional festivals.

Note: No previous music experience necessary.

### **Jazz Band 8/9 (Junior Jazz - X Block)**

*Recommended: Should be enrolled in Concert Band 8/9 as well, or have Director's permission.*

This course deals with the study and application of the rhythmic and harmonic language of jazz and related contemporary music, with a focus on solo improvisation. A diverse cross-section of musical styles is offered allowing students to explore the best that each genre has to offer from rock and blues, to jazz, folk, and world music.

Through class participation, students will develop their technical and aural abilities through the study of the blues, modes and selected II-V-I progressions. Students may participate on either their primary or secondary instrument. Vocalists welcome. Drummers will play either a mallet instrument (vibraphone) or auxiliary percussion in addition to drumset.

*As this course is designed for the beginner or novice jazz soloist, no previous experience in jazz improvisation is required.*

### **Concert Band 9**

*Recommended: Band 8 or Director's approval*

Concert Band 9 is designed to further develop the skills and attitudes learned in Concert Band 8. Emphasis will be on correct technique, leadership and individual responsibility to the group. Students will receive instruction on their instrument, musical notation, ear training, and rhythm. Students will experience a significant increase in complexity of music over the previous band.

### **Music 9 (Guitar)**

Guitar 9 will have students at various levels learning and improving the basic skills associated with playing the guitar. Guitar 9 is designed for the beginner. It covers the basics of playing guitar. Students will be evaluated on their mastery of playing posture, tuning, reading music, different strokes, chords, and scales with a focus on modern music. This class will have a public performance component and will give students an introduction to composition and basic recording skills. Students will demonstrate knowledge, use, and care of selected instruments. Students are encouraged to provide their own guitar.

**The following courses meet the Fine Arts/Applied Skills graduation requirement.**

### **Guitar 10**

Guitar 10 will have students at various levels learning and improving the basic skills associated with playing the guitar. Guitar 10 is designed for the beginner. It covers the basics of playing guitar. Students will be evaluated on their mastery of playing posture, tuning, reading music, different strokes, chords, and scales with a focus on modern music. This class will have a public performance component and will give students an introduction to composition and basic recording skills. Students will demonstrate knowledge, use, and care of selected instruments. Students are encouraged to provide their own guitar.

### **Jazz 10 (Intermediate Jazz - X Block)**

In this course, students will develop concepts of jazz styles: Swing, Latin, Rock, Ballad and improvisation. Membership in this group will require strong musical skills and a high degree of commitment in music preparation, rehearsals, and performance. Participation in music department activities such as concerts and trips is expected. This class will meet twice a week outside of the regular timetable. As Jazz Band is a full-credit course, enrolling students will have 9 courses listed on their transcript.

### **Jazz 11 (X Block)**

In this course, students will develop concepts of jazz styles: Swing, Latin, Rock, Ballad and improvisation. Membership in this group will require strong musical skills and a high degree of commitment in music preparation, rehearsals, and performance. Participation in music department activities such as concerts and trips is expected. This class will meet twice a week outside of the regular timetable. As Jazz Band is a full-credit course, enrolling students will have 9 courses listed on their transcript.

### **Jazz 12 (X Block)**

In this course, students will develop concepts of jazz styles: Swing, Latin, Rock, Ballad and improvisation. Membership in this group will require strong musical skills and a high degree of commitment in music preparation, rehearsals, and performance. Participation in music department activities such as concerts and trips is expected. This class will meet twice a week outside of the regular timetable. As Jazz Band is a full-credit course, enrolling students will have 9 courses listed on their transcript.

### **Guitar 11**

Guitar 11 & 12 (Instrumental Guitar) is a guitar class that will have students at various levels learning and improving the basic skills associated with playing the guitar. Guitar 12 will place emphasis on performance and original composition. Students will learn theory associated with guitar, open and bar chords, progressions, various rhythms, finger plucking and strumming styles as well modal scales. Students will be evaluated through tests and performances of their mastery and understanding of concepts and incorporation of the associated techniques. Students will also demonstrate knowledge, use, and care of selected

instruments. Students are encouraged to provide their own guitar.

### **Instrumental Music 10 (Concert Band)**

Music courses at the grade 10 and 11 level, through performance, allow students to expand and refine their musical abilities by acquiring further knowledge, skills, and attitudes that enable them to be involved in music as a lifelong interest or to pursue careers in music and related field. Participation in music department activities such as concerts and performances is expected.

Concert Band 10 is a yearlong course that alternates with Career Life Education 10\*

### **Guitar 12**

*Recommended: All students in this grade*

Guitar 12 (Instrumental Guitar) is a guitar class that will have students at various levels learning and improving the basic skills associated with playing the guitar. Guitar 12 will place emphasis on performance and original composition. Students will learn theory associated with guitar, open and bar chords, progressions, various rhythms, finger plucking and strumming styles as well modal scales. Students will be evaluated through tests and performances of their mastery and understanding of concepts and incorporation of the associated techniques. Students will also demonstrate knowledge, use, and care of selected instruments. Students are encouraged to provide their own guitar.

### **Instrumental Music 11 & 12 (Concert Band)**

*Recommended: Band 10*

Music courses at the grade 11 and 12 level, through performance, allow students to expand and refine their musical abilities by acquiring further knowledge, skills, and attitudes that enable them to be involved in music as a lifelong interest or to pursue careers in music and related field. Participation in music department activities such as concerts and performances is expected.

Concert Band 12 is a year long course that alternates with a year long study.

## Physical and Health Education

### Physical and Health Education 8

The goal of our physical education program is to instill an appreciation for an active, healthy lifestyle. The program will provide students with the opportunity to fulfill the following objectives: - to participate and enjoy a variety of performance, fitness, and leisure-oriented activities. - To develop positive attitudes towards active living. - To acquire the skills and knowledge necessary to develop an active and healthy lifestyle. - to demonstrate appropriate social behaviour, etiquette, fair play and leadership skills related to physical activity, personal, and social responsibility.

### Physical and Health Education 9 & 10

Through participation in a variety of activities, students will develop a positive attitude towards active living in the pursuit of lifelong health and well-being. Activities will be selected from the movement categories of: games, individual and dual activities, dance, and alternate environment activities. Emphasis is placed on developing positive personal and social behaviours and interpersonal relationships. The demonstration of efficient and effective movement skills will be emphasized.

### Physical and Health Education 9/10 Team Sport

The concept of team sports is universal to all sports with the same outcomes and processes. The team sport course will focus on 4 key components of team sport; tactical, technical, theory, and training. With emphasis on these 4 principles, athletes will begin to use their knowledge and skill set from one sport and cross over those principles in another sport. Key concepts such as decision making, finding and creating space, off ball movement and working smarter, not harder, will be the key areas of focus.

**This course does not count for grade 10 PHE credit, students must still take PHE 10.**

### Fitness and Conditioning: Rugby 9 /10

– NEW FOR 2025-26

This course is designed to introduce students to the fundamental aspects of rugby, focusing on the development of physical conditioning, key rugby skills, an understanding of the laws of the game, and basic game management strategies on both defence and

attack. Through a combination of strength and conditioning exercises, speed and agility drills, skill-building activities, and tactical learning, students will gain a comprehensive understanding of rugby and how to perform effectively on the field. The course aims to build both athleticism and rugby IQ in a fun, safe, and supportive environment.

**This course does not count for grade 10 PHE credit, students must still take PHE 10.**

### Recreational Leadership 10/PHE 10

This course will provide students, who possess positive leadership qualities, an opportunity to organize, plan, and implement recreational activities for Earl Marriott and the surrounding community. Rec Leadership 10 will allow students to explore skills, strategies, and provide practical opportunities to develop, enhance, and work collaboratively in physically active leadership settings. This course will require students to have a willingness to make themselves available for events that occur outside of designated class time. Rec Leadership will be offered on a year-long basis and backed with P.H.E 10. This course offers amazing field trip opportunities including Stand Up Paddling, Camping and other outdoor excursions. Contact Mr. Heggie via email for additional information.

Application process required for entrance. Select the course during Course Selection to be eligible to apply.

### Active Living 11, 12 - Sr. PE (Competitive OR Recreation)

Through participation in a variety of activities, students will develop a positive attitude towards active living, demonstrate a functional level of activity-specific motor skills and develop opportunities for careers related to physical activities. Students will be introduced to available community recreational facilities and services. Emphasis will be placed on the development of leadership skills.

### Fitness and Conditioning 10, 11, 12 Rugby \*\*

*Recommended: Students playing Rugby*

Through participation in this rugby course, students will gain a deeper appreciation for the sport of rugby. Students will receive their Level 1—Rugby Coaching Certification, along with receiving their Refereeing

Certification. The students will be exposed to the development of the game along with looking at various historical perspectives of the sport. The goal of the course is to develop students' skills in the game of rugby through the specific teaching of the fundamental skills necessary to enjoy and excel in the game.

**This course does not count for grade 10 PHE credit, students must still take PHE 10.**

### **Senior Recreational Leadership 11/12**

The Recreational Leadership course was locally developed for students in grades 11-12. The course runs after school every other day 3-4:30pm for the entire school year. Further to the scheduled times, the course also runs during athletic and school community events that are scheduled at our school. Due to athletic events being scheduled outside of the regular timetable and our regular meeting time, this course can not be scheduled during the regular instructional day time frame. Students enroll in this course for the entire school year. It is not limited to one semester and students can not just drop in or pick it up when they feel like it.

Recreational Leadership creates opportunities to demonstrate leadership in a "service education" role to fulfill graduating requirements. Recreational Leadership also creates strong school culture and community by hosting successful events for the entire student body.

Interested students will be required to apply online and provide a teacher reference. Interviews will be scheduled for successful applicants before being added to the course.

### **Weight Training 10 – 12 \*\***

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiovascular endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning.

Course includes both lecture and activity sessions.

### **High Performance Hockey Academy 8-12**

This high-performance hockey skills program is open to students in grade 8-12. Transportation is provided to all off-site facilities in South Surrey and White Rock. This program is geared towards the rep level athlete but is open to all players who have the right attitude and adequate skill set. Grade level Physical and Health Education Credits (4) as well as optional Independent Directed Study Credits (4) granted upon successful completion.

For a limited number of students, the High-Performance Hockey Skills Academy at E.M.S. provides a great opportunity at a critical stage of student-athlete development. Whether it is the elite coaching that excites you, the chance to develop as a player under the watchful eyes of professional coaches, or the advantage you will gain from five months of physical and mental training as you push to reach your academic and hockey goals, this is a unique opportunity worth considering. Students in grades 8-10 will attend 2 Academy blocks per day in the second semester, grades 11 & 12 will attend 1 Academy block per day in the second semester.

#### Features

- Instruction and guidance from professional coaching and fitness staff
- High level, on-ice skills instruction for players and goalies (3X per week)
- Professional off-ice training at Semiahmoo Athletic Club (2X per week)
- Skill Testing, video analysis and feedback
- Transportation and gear storage provided
- Hockey related field trips and sports/health specific curriculum offered

Cost of the program is \$2250 (for Grades 8-10) and \$1250 (for Grades 11 & 12), payment can be paid in installments. Financial assistance may be available. Please inquire early. Applications available at the EMS Office or from [murray\\_t@surreyschools.ca](mailto:murray_t@surreyschools.ca)

\*\*Please Note

Rugby and Weight-Training are fitness and conditioning credits. Your enrollment in any of these courses at the Grade 9 or 10 level may affect your options during Grade 11 and 12. Active Living is separate. Please see Mr. Johnson if you have any questions.



## Science

### Science 8

The Science 8 program is designed to provide students with a learning experience that is both "hands on" and "minds on", focussing on the big idea of what science is and how it is practiced. The scientific method provides the framework for asking valid questions and designing and carrying out experiments. The major themes investigated in this course include: cells and the immune system, kinetic molecular theory and the atom, light and optics, and plate tectonics. Students will use these concepts as a platform to investigate how to think scientifically, evaluate ideas critically, and investigate fully. Scientific literacy, scientific inquiry, critical thinking, observation and analysis of data will be emphasized.

### Science 9

The Big Ideas for this course are:

- Cells are derived from cells.
- The electron arrangement of atoms impacts their chemical nature.
- Electric current is the flow of electric charge.
- The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.

### Science 10

The Big Ideas for this course are:

- Genes are the foundation for the diversity of living things.
- Chemical processes require energy change as atoms are rearranged.
- Energy is conserved and its transformation can affect living things and the environment.
- The formation of the universe can be explained by the big bang theory.

### Biochemistry 11 Inquiry

*Strongly Recommended: Science 10, a Math 10 and English 10 with a C+ or better*

Note: Upon completion of this course, students will receive full credit for both Life Sciences (Biology) 11 and Chemistry 11.

This linear course looks at the essential questions underlying biology and chemistry and the connections between them in living things. The foundation of this course will be inquiry-based learning with a focus on

scientific literacy. The range of approaches to meet the learning outcomes will be: lab investigations, scientific writings, case studies, individual and group projects, e-portfolios, use of technology, field work and 2 major capstone inquiry projects. Specific learning processes will include: creating inquiry questions, understanding major scientific concepts easily, obtaining and explaining evidence to support learning and connecting evidence with the curriculum and core competencies.

### Chemistry 11

*Recommended: Science 10 with a C+ average or better*

This course requires strong arithmetic and lab skills to achieve understanding.

The Big Ideas include:

- Atoms and Molecules
- The Mole
- Chemical Reactions
- Solution Chemistry
- Organic Chemistry

### Earth Sciences 11

*Recommended: Science 10*

This is an introductory senior science course that is designed to be for:

- Students who foresee themselves struggling in the more technical Grade 11 science options.
- Students that are interested in the topic, and/or are planning to take Geology 12.

The Big Ideas for this course are:

- Earth Materials
- Plate Tectonic Theory
- Atmospheric Science and Climate
- Oceanography and the Hydrosphere
- Earth within the Solar System

### Life Sciences 11

*Recommended: Science 10 with at least a C+*

This academic course looks at the evolutionary trends throughout the spectrum of living things and the traits that unite them.

The Big Ideas for this course are:

- Characteristics of Living Things: All living things have common characteristics.
- Process of Evolution: Living things evolve over time.
- Taxonomy: Organisms are grouped on the basis of identifiable similarities.

## Physics 11

*Recommended: Science 10 AND Foundations of Mathematics & Pre-Calculus 10 with at least a B* This academic course is best suited to problem solvers with strong mathematic skills, especially word problems. Engineering projects and experiments will appeal to students who like hands-on science.

The Big Ideas include:

- Transfer of energy by waves, including sound
- Velocity and acceleration in one and two dimensions including projectile motion
- Forces of friction, elasticity and gravity
- Newton's Laws of motion and work
- Simple machines and mechanical advantage
- Potential and Kinetic Energy
- Electrical Circuits

## Anatomy and Physiology 12

*Recommended: Life Sciences 11 with at least a B*

This is an advanced and comprehensive course that focuses on biochemistry and on human anatomy and physiology.

The Big Ideas for this course are:

- Homeostasis: The body strives to maintain homeostasis.
- DNA and Cells: All living things are made of cells, which contain DNA and cell structures that allow cells to survive and reproduce.
- Organization: Organ systems have complex interrelationships to maintain homeostasis.

## Chemistry 12

*Recommended: Chemistry 11 with at least a B and concurrently taking or has taken Foundations of Mathematics 12, or Pre-Calculus/Calculus 12*

This advanced course requires strong arithmetic and lab skills to achieve understanding.

The Big Ideas include:

- Dynamic Equilibrium
- Solubility Equilibrium
- Acids and Bases
- Oxidation-Reduction
- Reaction Kinetic

## Environmental Science 12

*Recommended: Science 10*

This course will look at both global and local environmental topics. The first half of the course will concentrate on understanding the science behind global

warming and climate change, and investigating the worldwide effects presently and into the future. The second half of the course will focus on local ecosystems (biodiversity, conservation, restoration, etc.) and how humans affect the sustainability of these ecosystems. The end goal for the course is to produce citizens that understand their effect on the local and global environments and use this knowledge to drive their everyday decisions.

Academically, the course will be predominantly assignment/project-based, as opposed to test-based. Additionally, there will be a significant 'field' component (both class-wide and self-guided field trips).

There is no specific pre-requisite required for this course. The science background knowledge gained in Science 8/9/10 is sufficient.

## Geology 12

*Recommended: Earth Science 11 helps but not required*

This academic course follows in the footsteps of Earth Sciences 11 but is more technical in nature. The overall goal of the course is to explore what kind of skills geologists study and use, to investigate and explain how the world around us works.

The Big Ideas for this course are:

- Earth Materials (rocks and minerals)
- Plate Tectonics (volcanoes and earthquakes)
- Structure (reading/creating maps)
- Geologic Time (history, fossils, etc.)

These four main units are then incorporated into a final project that mimics a real world scenario that is similar to what a geologist would be expected to accomplish.

## Physics 12

*Recommended: Physics 11 with at least a B*

This advanced academic course is best suited to problem solvers with strong mathematic skills.

The Big Ideas include:

- 2D Kinematics
- 2D Dynamics
- 2D Momentum and Energy
- Electrostatics
- Electromagnetic Forces and Induction
- Equilibrium
- Circular Motion and Gravitation

## Social Studies

### **Social Studies 8**

In Social Studies 8, students will navigate their learning from the 7<sup>th</sup> century to approximately the 18<sup>th</sup> century. Within this timeframe, students will investigate how societies were formed and how changing ideas about the world created tension between tradition and advancing society. Students will also look at how world exploration and new contact between societies influenced change and led to European colonization, a process which still affects our world today. Students will learn and apply a variety of skills, including critical thinking and expression of logical arguments based on evidence. To connect to our modern world, students will examine current events relevant to our world today.

### **Social Studies 9**

In Social Studies 9, students will study the emergence of early modern Canada, from first European contact until the early years of the 20<sup>th</sup> Century. Students will also attempt to sample revolutionary change such as that seen in the French Revolution, the American Revolution, and the Industrial Revolution. These revolutions in particular brought social, political, and economic change that can be tied back into the development of early Canada. Students will also explore the development of Canada's identity, society and culture and the history that steered the nation towards political unity and confederation. Students will study the impact exploration and colonization had on Canada's First Nations peoples.

### **Social Studies 10**

Social Studies 10 focuses on Canada in the twentieth century. Themes in the course include the development of Canadian autonomy, Canadian identity, the challenges to and maintenance of Canadian unity, Canadian politics and government, and the struggles of different groups for rights within Canada. Within these themes, students will explore many of the seminal events of the twentieth century, including both world wars, the Great Depression, the Cold War, and several of the domestic injustices of the century. The course aims to build thoughtful critical thinkers with a solid understanding of how Canada in the twentieth century connects us with Canada today.

**Please note: Social Studies 10 is a required course for graduation.**

### **20th Century World History 12**

Twentieth Century World History is a rich and relevant course covering world history from 1914 to 1991.

Within this framework, students will examine some of the seminal events of the twentieth century, such as the Russian Revolution, the economic collapse of the Great Depression, the development of fascism in interwar Europe, World War II and the Holocaust, the Cold War, conflict in the Middle East, and major milestones of decolonization in the second half of the century. Through learning about the major events of the twentieth century, students will gain the skills necessary to interpret historical events and connect the past to our present world, such as assessing information for accuracy, developing historical perspective and empathy, and presenting clear and logical arguments. Students who take this course will finish with a stronger understanding of how the world we live in today took shape.

**Please note: This course satisfies the Social Studies 11/12 requirement for graduation.**

### **BC First Peoples 12**

BC First Peoples 12 is an extremely relevant course given the Canadian emphasis on Truth and Reconciliation and the "Every Child Matters" movement. This course will examine how BC First Peoples' identities, worldviews and languages are closely tied to their connection with the land. Students will learn how the impact of colonialism continues to affect the political, social, and economic lives of BC First Peoples. In addition, students will investigate and study the traditional territories of BC First Peoples, as well as the relationships that developed between the BC First Peoples and the provincial and federal governments over time. Finally, students will experience different Indigenous teachings first-hand from Surrey School District Indigenous cultural facilitators.

**Please note: This course satisfies the Social Studies 11/12 requirement and the Indigenous course requirement for graduation.**

### **Black Studies 12**

Black Studies 11/12 provides all students with the opportunity to understand and challenge oppressive systems, examine how a diversity of Black peoples affected change in British Columbia and Canada, explore complex contemporary Black identities, and reimagine their place and the futures on these lands. Students will gain a more complete and inclusive understanding of a diversity of Black homelands and the colonial roots of what today is known as Canada. Black Studies provides learners with the skills and knowledge to critically investigate past and present Black

contributions, representation, and acts of resistance on the northern lands of Turtle Island.

**Please note: This course can count as a Social Studies 11 course, therefore fulfilling the Social Studies 11/12 requirement for graduation.**

### **Law Studies 12**

Law Studies 12 is an interactive course that studies the foundations of Canadian law and the Canadian legal system. The course consists of four major components starting with an introduction to Canadian law and an in depth exploration of the *Charter of Rights and Freedoms*. The second component focuses on criminal law and covers a range of topics from the elements of crime, the role of the police, the judicial system and youth crime. The third component is about family law and the practical legal aspects that govern relationships between married couples and the dissolution of marriages and the subsequent issues regarding support and custody. The last component is tort law and explores the civil court process and the many ways in which citizens can seek compensation through the court system. Law 12 is a practical and relevant course for every student to know their legal rights and the elements of law that are at work in their everyday lives.

**Please note: This course satisfies the Social Studies 11/12 requirement for graduation.**

### **Philosophy 12**

Philosophy provides students with the opportunity to inquire into the most basic questions about human life and its place in the universe. Topics for discussion and debate include: Who am I? Do humans have free will? Is knowledge possible? What is justice? What is truth? and Are we living in the Matrix? The course will provide an introduction to central works in the history of philosophy, with a principal goal of fostering the capacity to logically and critically think. Students will grapple with the views of such philosophers as Plato, Descartes, Kant, and Locke on issues pertaining to aesthetics, epistemology, ethics, language and metaphysics. If you are curious about the big questions that apply to the world around us or like to contemplate whether we even truly exist, then this is the course for you.

**Please note: This course satisfies the Social Studies 11/12 requirement for graduation.**

### **Economic Theory 12**

Economic Theory 12 is a fun and interesting course that examines the study of human behaviour in a financial context. The course focuses on three main questions.

First, how do people earn money and how do they spend it? Second, how do financial systems and economies work? And third, how do people and financial systems relate to one another? The course combines theory with practical applications.

**Please note: This course satisfies the Social Studies 11/12 requirement for graduation.**

### **Human Geography 12**

Human Geography is the study of how humans interact with each other and their environment. This study can include the study of cultural phenomena such as language, religion, art, music, various economic and governmental structures, and other cultural elements that define how or why humans function the way they do. Human geography brings together economic and cultural geography to understand the associations between humans and their natural environment, and to explain the broad social patterns that define human societies. Students will be presented with authentic, real-life global and regional challenges, and will demonstrate their learning in varying ways to investigate and research proposals and solutions.

**Please note: This course satisfies the Social Studies 11/12 requirement for graduation.**

### **Physical Geography 12**

*Recommended: All students in grade 11/12*

Physical Geography 12 is the exciting and hands-on study of the natural environment and how we interact with it. Physical Geography 12 also acts as a survey course, preparing you for a variety of first-year Geography courses at the university level. In this class, we focus on explaining the processes that shape our world, such as climate and weather, plate tectonics and volcanism, river courses, and glaciers. Students will also explore the economic benefits associated with resource development and the impact they have on the environment. Other topics include human adaptations in earthquake-prone areas and ways to mitigate climate change. There may also be an emphasis on field studies to local locations to explore geographic phenomena at work. Geography is a unique subject in that it is accepted as both a science and an arts credit at the university level. Once you take Physical Geography, you will never look at the natural world the same way again!

**Please note: This course satisfies the Social Studies 11/12 requirement for graduation.**

## **Social Justice 12 – NEW FOR 2025-26**

If you have ever looked at injustice in the world and felt frustrated, then this course is for you. Social Justice 12 looks at the injustices present in Canada and the world through the lenses of equity, privilege and inclusivity. Topics studied include an introduction to social justice models, a look at marginalized groups within society, a study of organizations in Canada and the world aimed at reducing injustice, and an exploration of specific instances of injustice in the past and present. The course will then explore how people, including you, can effect change in the world to make it more just for all.

**Please note: This course satisfies the Social Studies 11/12 requirement for graduation.**

# Technology Education

## Drafting 9

An introductory course that provides skill development in computer and manual drawing techniques. Students will learn to draw in architectural and mechanical-related areas while learning 2D and 3D software to complete teacher/student-selected project designs.

## Glass Art 9

This is an introductory course for students interested in the methods and techniques of working with glass. Students will learn image development, design and the use of color as they make various projects. The course introduces terms and tools for glasswork as students create artworks using mosaic, etching, and foiling techniques. Some of the projects include stained glass sun-catchers, sandblasted designs and more.

## Metalwork 9

Students learn basics in metalworking, machine operations, oxygen/acetylene gas welding, wire-feed arc welding, basic sheet metal. Students will be able to design and construct projects of their own choice with available materials. Emphasis will be on safety at all times. Skill level determines project selection.

## Electronics & Robotics 9/10 – NEW FOR 2025-26

The Electronics portion of the course provides students in Grades 9 & 10 an opportunity to learn the fundamentals of electricity and electronics. Students will learn basic electronic theory, how electronic components function, how to use electronic test equipment, how to read schematic diagrams and how to troubleshoot basic electronic circuits. Students will learn soldering techniques, printed circuit board manufacturing, and project case design and construction. Students will be introduced to programming and coding through one of Arduino/Raspberry Pi/ VEX platforms.

The objective of the Robotics segment is to develop the students understanding of programming as well as problem solving strategies. This course will involve students in building and programming of different VEX robots. Students will work hands-on in teams to design, build, program and document their progress. Students will learn about electronic, mechanical, and computer

programming systems. Each team will be given specific “Problem” challenges that their robots need to overcome. Students will be given the opportunity to build VEX robots for optional high school competitions.

This course meets the ADST graduation requirement

## Engineering 9

Engineering technology 9 is a hands-on course meant to explore technology by finding solutions to design challenges. Students will work both individually and in teams using the design process and a variety of woodwork and metalwork tools as well as computer programs. Each project will involve stages that include planning, testing, competition and reflection. This course will be enjoyable for students interested in becoming engineers, architects, builders, designers and those who like to work on small projects that challenge their problem-solving abilities. This course is interesting, fun and one you will look forward to attending!

Some projects include CO2 dragsters, robotics, bridge construction, catapults, electronics, mini-rockets, egg-drop competition, mousetrap powered cars.

There is an optional enhancement materials fee of \$35. Students may take home all their projects once they are completed and marked.

## Woodwork 9

Woodwork 9 is designed to introduce students to woodwork technology. Safe operation of woodworking tools and machinery will be taught. During this class, students will learn how quality wood projects are produced using industry standard woodworking machines. Upon successful completion of this course, students will have a finished custom piece of furniture to take home. Students are expected to pay for project materials they take home. There is an optional enhancement materials fee of \$40 and up, depending on project choice. All students are welcome regardless of their ability to pay. Students unable to pay for their materials may do different assignments with the same learning outcomes.

## Drafting 10

The objective of this course is to offer skill development in the areas of hand and computer assisted drawing techniques, design, and prototyping. The skills learned and developed encourage career paths in engineering,

architecture, and other maker fields. The areas of focus will include conventional board drawing, measurement, and a variety of CAD Programs such as AutoCAD, Inventor, and Revit. Using their designs, students will prototype and create a real-world model of their projects.

This course meets the ADST graduation requirement.

### **Metalwork 10**

Students learn basics in metalworking, such as jewelry making, aluminum casting, welding, and sheet metal skills. Students will be able to design and construct projects of their own choice with available materials. Emphasis will be on safety at all times. Skill level determines project selection.

This course meets the ADST graduation requirement.

### **Engineering 10**

This course focuses on engineering principles and studies how these concepts influence our everyday world. Engineering 10 is a hands-on course meant to explore technology, but is more in-depth than the Engineering 9 course. This course contains a theory component for students with an interest in engineering, math, physics, design, and fabrication. Major components include simple machines, drafting, robotics, electronics, and basic physics principles depending on facilities. Students will study the design process and learn how to use a variety of woodwork, metalwork, and drafting tools. All projects are available for students to take home for an optional enhancement materials fee of \$35. This course will challenge your problem-solving skills.

This course meets the ADST graduation requirement.

### **Woodwork 10**

Woodwork 10 is designed to introduce students to woodwork technology. Safe operation of woodworking tools and machinery will be taught. During this class, students will learn how quality wood projects are produced using industry standard woodworking machines. Upon successful completion of this course, students will have a finished custom piece of furniture to take home. Students that have successfully completed Woodwork 10 will be able to further their woodwork knowledge and skills and have the opportunity to design

and build projects of their choice. Projects may include furniture, skate decks, guitars. Bring your ideas.

This course meets the ADST graduation requirement.

### **Automotive Technology 11**

The Automotive 11 and 12 courses are designed to offer the basic knowledge and skills required to maintain a vehicle. In addition, there are specialty courses for those students with a greater interest in automotive technology or for students pursuing one of the many automotive career options after high school. Students will apply the acquired knowledge and skills in the performance of teacher/student-selected labs with an emphasis on shop work.

This course meets the Fine Arts/Applied Skills graduation requirement.

This course meets the ADST graduation requirement.

### **Electronics & Robotics 11/12 – NEW FOR 2025-26**

*Recommended: All students in grade 11, 12*

The Electronics portion of the course provides students in Grades 11 & 12 an opportunity to learn the fundamentals of electricity and electronics. Students will learn basic electronic theory, how electronic components function, how to use electronic test equipment, how to read schematic diagrams and how to troubleshoot basic electronic circuits. Students will learn soldering techniques, printed circuit board manufacturing, and project case design and construction. Students will be introduced to programming and coding through one of Arduino/Raspberry Pi/ VEX platforms.

The objective of the Robotics segment is to develop the students understanding of programming as well as problem solving strategies. This course will involve students in building and programming of different VEX robots. Students will work hands-on in teams to design, build, program and document their progress. Students will learn about electronic, mechanical, and computer programming systems. Each team will be given specific “Problem” challenges that their robots need to overcome. Students will be given the opportunity to build VEX robots for optional high school competitions.

This course meets the ADST graduation requirement

\*\*Students who have already taken Electronics & Robotics 9/10 will have an understanding of the basics, and they will work on creating more complex circuits and robots.

### **Drafting 11**

This course requires an advanced set of skills and knowledge. Students will be expected to develop detailed architectural or mechanical drawings and computer-generated models. Scale models may also be created. Students will apply the acquired skills in the design and drawing of teacher/student selected projects, which could facilitate a portfolio for post-secondary entrance or career exploration.

This course meets the ADST graduation requirement.

### **Glasswork 11**

This course will provide opportunities for both beginner and experienced participants to design and create projects using various glass working methods. Students will learn and develop the required skills to work with glass as they create projects such as stained-glass windows and boxes, glass beads, vases, dishes, etc. Students are required to complete all assignments and design one major project of their choice. Approximately 25% theory and 75% practical.

### **Metalwork 11**

The main objective of this course is to offer a combination of knowledge and “hands-on” skills that will prove valuable over a lifetime as well as opening doors to a variety of career options.

Specific course objectives may include oxy-acetylene welding/cutting/brazing, electric arc welding (stick), MIG and aluminum welding (wire feed) and plasma torch (cutting). Lathe and milling machine practices, sheet metal, casting and blacksmithing (forging) will also be included.

Students will apply the acquired skills in the design and construction of teacher/student selected projects.

This course meets the ADST graduation requirement.

### **Woodwork 11**

The main objective of this course is to offer a combination of knowledge and “hands-on” skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of wood related products.

Students will apply the acquired skills in the design and construction of teacher/student selected projects. This is a pre-requisite for Carpentry and Joinery 12 and all Carpentry and Joinery specialty courses.

This course meets the ADST graduation requirement.

### **Art Metal and Jewellery 12**

Students will learn to design and execute different types of jewelry crafting and art metalworking such as sculpture, ring making, glass enamelling, etching, gem setting, and more. All projects are designed by students to meet project guidelines. Students will also learn about career options in the art metal and jewelry making fields.

This course meets the ADST graduation requirement.

### **Automotive Technology 12**

*Recommended: Automotive 11*

The Automotive 11 and 12 courses are open to both male and female students. These courses are designed to offer the basic knowledge and skills required to maintain a vehicle. In addition, there are specialty courses for those students with a greater interest in automotive technology or for students pursuing one of the many automotive career options after high school. Students will apply the acquired knowledge and skills in the performance of teacher/student-selected labs with an emphasis on shop work.

This course meets the ADST graduation requirement.

### **Drafting 12**

*Recommended: Drafting 11*

Students may produce advanced working drawings and computer-generated models of gears, and complex machine parts following drafting standards. Production of complete assembly drawings will be used to demonstrate the relationships between various components. Students will employ 3D modeling techniques for greater visualization. Students wishing to study Architecture will examine architectural styles in creating 2D and 3D design solutions for a variety of habitat design problems.

This course meets the ADST graduation requirement.

### **Engine and Drivetrain 12**

*Recommended: Automotive 11 and 12*

The Automotive 11 and 12 courses are open to both male



and female students. These courses are designed to offer the basic knowledge and skills required to maintain a vehicle. In addition, there are specialty courses for those students with a greater interest in automotive technology or for students pursuing one of the many automotive career options after high school. Students will apply the acquired knowledge and skills in the performance of teacher/student-selected labs with an emphasis on shop work.

This course meets the ADST graduation requirement.

### **Furniture and Cabinetry 12**

*Recommended: Woodwork 11*

Students may learn basic furniture construction techniques or use specific construction techniques including drawer construction, rail and stile doors, and other cabinet making techniques. Historical and modern furniture styles as well as ergonomics will be utilized in furniture design. With an effective project work-plan, students will construct cabinetry or furniture using the acquired skills of machining, joining, and finishing. Students will be expected to identify and use an appropriate selection of hardware, fasteners, and adhesives in the assembly of the project. Types of cabinets the students may build include: kitchen/bathroom cabinets, entertainment units, bookcases, etc.

This course meets the ADST graduation requirement.

### **Glasswork 12**

This course on working with glass is for experienced or novice students. Beginner students may follow the Grade 11 course for skill development, while experienced glass workers will need to show more initiative and independence in their project selection and design. Students will complete several teacher-directed projects to refresh/learn new skills and at least one major piece of the student's choice and design.

### **Machining and Welding 12**

*Recommended: Metalwork 11*

This course will include lathe operations, lathe cutting tools, work holding attachments, cutting speeds and feeds, turning work between centers, parting operations, facing stock held in the chuck, plain turning, and turning to a shoulder. Milling machine operations, methods, cutters, cutting fluids, speeds and feeds will be explored. The welding component of this course will include oxy-fuel welding, soldering, brazing, shielded metal arc

welding (Arc) and gas metal arc welding (Mig), gas tungsten arc welding (Tig). Upon successful completion of this course, the students will be proficient on both the lathe and milling machine with enhanced opportunities for a career as a journeyman machinist.

This course meets the ADST graduation requirement.

### **Metalwork 12**

*Recommended: Metalwork 11*

The main objective of this course is to offer an advanced combination of knowledge and "hands-on" skills that will build on previous experience in metalwork. The areas of focus will include a blending of safety, advanced, and precision measurement using metric and imperial micrometers, theory, tools and equipment. The students will utilize the design process to make working drawings that will become practical realities. Post-secondary and career options are explored in the related subject areas.

This course meets the ADST graduation requirement.

### **Woodwork 12**

*Recommended: Woodwork 11*

The main objective of this course is to offer an advanced combination of knowledge and "hands-on" skills that will build on a student's previous experience in woodwork. Students will apply their skills in the design and construction of advanced teacher/student selected projects that will challenge and further their previous experience from Woodwork 11. Post-secondary and career options may be explored in the following specialty subject areas: Residential Construction, Furniture Construction, Cabinet Construction, and Woodcraft Products.

This course meets the ADST graduation requirement

## Visual Arts

### Media Arts 9 (Photography)

This course will provide opportunities for participants to learn and develop their skills. Students will be encouraged to develop their own style and interests. Students will work specifically with digital cameras and produce both black & white and colour photography. Students will be introduced to the basics of photographic skills with the camera as well as with programs such as Photoshop and Adobe Bridge.

### Visual Art 9 (Ceramics)

This course will take you from the first steps of clay to advanced hand building techniques. Students will learn various approaches to glazing and finishing their ceramic art pieces. Some works will be functional such as bowls, salt & pepper shakers and vases, other pieces will be sculptural such as characters in clay or those illustrating a story. Students may have the opportunity to build bowls and cups on the potting wheel.

### Visual Art 9 (General)

In this class we will focus on the skills and image development strategies to help us communicate our personal imagery such as: one and two point perspective, chiaroscuro (shading to create the illusion of form), portraiture, and working from black and white to colour. We will have opportunities to try different mediums of art from pencil, conte, pastel, watercolour washes to acrylic paint. Students will also be introduced to fiber art and/or ceramic design (clay). All projects will be inspired by our imagination, inquiry, experimentation and purposeful play.

### Art Studio 10

We offer students a mix of applications and materials in this course. Our main focus is drawing and painting using various mediums such as acrylic and tempera paint, water colour and pen and ink. Applications such as printmaking, ceramics and sculpture along with some fiber art will also be offered. These materials and processes will be supported with further understanding of the elements and principles of design. How other artists have used these processes and materials in connection to their visual, social and environmental

responses will be reviewed. Students will adapt these skills and processes to create their own response to current (personal/social/environmental) thought.

BIG IDEAS “Visual arts offer unique ways of exploring one’s identity and sense of belonging.”

\*Students who repeat the class will find that every year is different from the last with a different focus of applications and theories.

This course meets the Fine Arts/Applied Skills graduation requirement.

### Media Arts 10 (Yearbook)

Do you want to have a say in what goes in your yearbook? Do you enjoy watching and participating in sports? Are you involved in performing arts? Do you have your finger on the pulse of the school? This may be the course for you. This course is designed for the responsible student who wants to maximize his/her experience in the areas of business, production, editing, graphic design, photography, planning and journalism. It is a responsibility that may include hours spent outside the class time in order to meet deadlines. The rewards are well worth the effort, however, as this course created multiple opportunities for celebrating successes with your team mates, creating a lasting piece of your history, as well as building up your resume and opportunities for scholarships . This course may also be offered as a linear course.

This course meets the Fine Arts/Applied Skills graduation requirement.

### Photography 10

This is a course designed to introduce the basics of photography using digital technology. We will be studying:

- Photography history (progression from film to digital)
- Camera basics (how a camera works: digital)
- Photo composition (how to recognize and take a good photo)
- Formal portraiture (using a studio setting)
- PhotoShop (digital manipulation and enhancement for art and media purposes)
- Purposes of photography (Art, business, advertising, documentation)
- Photography careers (Investigating professional photographers)

This course meets the Fine Arts/Applied Skills graduation requirement.

### **Studio Arts 3D 10 (Ceramics)**

Working with clay. This course will take you from the first steps of clay to advanced hand building techniques. Students will learn various approaches to glazing and finishing their ceramic art pieces along with processes as pinch, slab and coil. Some works will be functional such as bowls, cultural based salt and pepper shakers and vases. Other pieces will be sculptural working in the round with characters in clay, relief such as portraits in clay and building a theme based village using tea lights to illuminate the buildings. All students will have the opportunity to build bowls and cups on the potting wheel engaging body and mind. Personal expression is key to all assignments.

**BIG IDEAS** “Traditions, perspectives, worldviews, and stories can be shared through sculpture.”

\*Students who have been in the class previously will continue sculpting in clay as well as making objects on the wheel, all at an advanced level.

**BIG IDEAS** “Growth as an artist requires time, patience, and reflection.”

This course meets the Fine Arts/Applied Skills graduation requirement.

### **Art Studio 11**

We offer students a mix of applications and materials in this course. Our main focus is drawing and painting using various mediums such as acrylic and tempera paint, water colour and pen and ink. Applications such as printmaking, ceramics and sculpture along with some fiber art will also be offered. These materials and processes will be supported with further understanding of the elements and principles of design. How other artists have used these processes and materials in connection to their visual, social and environmental responses will be reviewed. Students will adapt these skills and processes to create their own response to current (personal/social/environmental) thought.

**BIG IDEAS** “Visual arts offer unique ways of exploring one’s identity and sense of belonging.”

\*Students who repeat the class will find that every year is different from the last with a different focus of applications and theories.

This course meets the Fine Arts/Applied Skills graduation requirement.

### **Media Arts 11 (Yearbook)**

*Recommended: All students in this grade*

Do you want to have a say in what goes in your yearbook? Do you enjoy watching and participating in sports? Are you involved in performing arts? Do you have your finger on the pulse of the school? This may be the course for you. This course is designed for the responsible student who wants to maximize his/her experience in the areas of business, production, editing, graphic design, photography, planning and journalism. It is a responsibility that may include hours spent outside the class time in order to meet deadlines. The rewards are well worth the effort, however, as this course created multiple opportunities for celebrating successes with your team mates, creating a lasting piece of your history, as well as building up your resume and opportunities for scholarships . This course may also be offered as a linear course.

This course meets the Fine Arts/Applied Skills graduation requirement.

### **Photography 11**

This is a course designed to introduce the basics of photography using digital technology. We will be studying:

- Photography history (progression from film to digital)
- Camera basics (how a camera works: digital)
- Photo composition (how to recognize and take a good photo)
- Formal portraiture (using a studio setting)
- PhotoShop (digital manipulation and enhancement for art and media purposes)
- Purposes of photography (Art, business, advertising, documentation)
- Photography careers (Investigating professional photographers)

This course meets the Fine Arts/Applied Skills graduation requirement.

### **Studio Arts 3D 11 (Ceramics)**

Working with clay. This course will take you from the first steps of clay to advanced hand building techniques. Students will learn various approaches to glazing and finishing their ceramic art pieces along with processes as

pinch, slab and coil. Some works will be functional such as bowls, cultural based salt and pepper shakers and vases. Other pieces could include: Clay characters, relief portraits, theme-based illuminated with tea lights. Students may have the opportunity to build bowls and cups on the potting wheel engaging body and mind. Personal expression is key to all assignments.

**BIG IDEAS** “Traditions, perspectives, worldviews, and stories can be shared through sculpture.”

\*Students who have been in the class previously will continue sculpting in clay as well as making objects on the wheel, all at an advanced level.

**BIG IDEAS** “Growth as an artist requires time, patience, and reflection.”

This course meets the Fine Arts/Applied Skills graduation requirement.

### **Art Studio 12**

We offer students a mix of applications and materials in this course. Our main focus is drawing and painting using various mediums such as acrylic and tempera paint, water colour and pen and ink. Applications such as printmaking, ceramics and sculpture along with some fiber art will also be offered. These materials and processes will be supported with further understanding of the elements and principles of design. How other artists have used these processes and materials in connection to their visual, social and environmental responses will be reviewed. Students will adapt these skills and processes to create their own response to current (personal/social/environmental) thought.

**BIG IDEAS** “Visual arts offer unique ways of exploring one’s identity and sense of belonging.”

\*Students who repeat the class will find that every year is different from the last with a different focus of applications and theories.

This course meets the Fine Arts/Applied Skills graduation requirement.

### **Media Arts 12 (Yearbook)**

Do you want to have a say in what goes in your yearbook? Do you enjoy watching and participating in sports? Are you involved in performing arts? Do you have your finger on the pulse of the school? This may be the course for you. This course is designed for the responsible student who wants to maximize his/her experience in the areas of business, production, editing, graphic design, photography, planning and journalism. It is a responsibility that may include hours spent outside the

class time in order to meet deadlines. The rewards are well worth the effort, however, as this course created multiple opportunities for celebrating successes with your team mates, creating a lasting piece of your history, as well as building up your resume and opportunities for scholarships! This course may also be offered as a linear course. (Some Grade 9 students may be accepted into this course upon careful consideration.)

This course meets the Fine Arts/Applied Skills graduation requirement.

### **Photography 12**

This course will provide opportunities for participants to learn and develop their skills. Students will be encouraged to develop their own style and interests. Students will work specifically with digital cameras and produce both black & white and colour photography.

This course meets the Fine Arts/Applied Skills graduation requirement.

### **Studio Arts 3D 12 (Ceramics)**

Working with clay. This course will take you from the first steps of clay to advanced hand building techniques. Students will learn various approaches to glazing and finishing their ceramic art pieces along with processes as pinch, slab and coil. Some works will be functional such as bowls, cultural based salt and pepper shakers and vases. Other pieces will be sculptural working in the round with characters in clay, relief such as portraits in clay and building a theme based village using tea lights to illuminate the buildings. Some students may have the opportunity to build bowls and cups on the potting wheel engaging body and mind. Personal expression is key to all assignments.

**BIG IDEAS** “Traditions, perspectives, worldviews, and stories can be shared through sculpture.”

\*Students who have been in the class previously will continue sculpting in clay as well as making objects on the wheel, all at an advanced level.

**BIG IDEAS** “Growth as an artist requires time, patience, and reflection.”

This course meets the Fine Arts/Applied Skills graduation requirement.

## **Tabletop Game Design 12 – NEW FOR 2025-26**

The Tabletop Game Design course provides students with an engaging introduction to the principles of game design by focusing on the creation and study of tabletop games, including board games, card games, and other analog gaming experiences. This course invites students to delve into the structure and mechanics of games, exploring how rules, systems, and player interactions shape the gaming experience.

Key areas of focus include:

**Game Mechanics and Player Experience:** Investigating how elements such as strategy, chance, and player choice influence gameplay and enjoyment.

- **2D Graphic Design:** Learning the basics of visual design to create game boards, cards, and other components that are both functional and appealing.
- **Instructional Writing:** Developing the ability to write clear, concise, and accessible game instructions that enhance player understanding.
- **Marketing and Presentation:** Exploring how to effectively pitch and present games to diverse audiences.

Students will gain hands-on experience designing, prototyping, and refining their own tabletop games. Through iterative projects, they will learn to incorporate feedback, troubleshoot design challenges, and improve their creations. Along the way, students will build critical thinking, creative problem-solving, collaboration, and communication skills as they playtest theirs and others games.