



## **L.A. MATHESON SECONDARY**

### **GRADE 10-12 Course Selection Handbook 2026-2027**

**CLICK ON WHERE YOU WOULD LIKE TO GO**

**Questions to Ask Yourself When Choosing Classes**

**What You Need to Graduate – Creating a Plan**

**Courses Being Offered**

**Counselling**

# Senior Courses Offered at L.A. Matheson

## 2026-2027



Course Code	Description	Course Code	Description	Course Code	Description
	<b>ADST</b>	<b>MDRTC10--Y</b>	<u>Theatre Company 10</u>	<b>YLRA-1A--S</b>	<u>Weight Training 11</u>
<b>MAC--11--S</b>	<u>Accounting 11</u>	<b>MDRTC11--Y</b>	<u>Theatre Company 11</u>	<b>YLRA-2A--S</b>	<u>Weight Training 12</u>
<b>MACC-12--S</b>	<u>Accounting 12</u>	<b>MDRTC12--Y</b>	<u>Theatre Company 12</u>	<b>MACLV11--Y-NUTR</b>	<u>PHE 11 w Nutrition Linear</u>
<b>MADEM10--S</b>	<u>Entrepreneurship &amp; Marketing 10</u>	<b>MDRD-10--S</b>	<u>Theatre Production 10</u>	<b>MACLV12--Y-NUTR</b>	<u>PHE 12 w Nutrition Linear</u>
<b>MMPA-11--S</b>	<u>Marketing and Promotions 11</u>	<b>MDRTP11--S</b>	<u>Theatre Production 11</u>	<b>MACLV11--S-G</b>	<u>PHE 11 Girls</u>
<b>MCSTU10--S</b>	<u>Computer Programming 10</u>	<b>MDRTP12--S</b>	<u>Theatre Production 12</u>	<b>MACLV12--S-G</b>	<u>PHE 12 Girls</u>
<b>MCMR11--S</b>	<u>Computer Programming 11</u>	<b>MDRDS11--S</b>	<u>Directing and Script Development 11</u>	<b>MPHED10--S-APSL</b>	<u>PHE10 High Perform Soccer</u>
<b>MCMR12--S</b>	<u>Computer Programming 12</u>	<b>MDRDS12--S</b>	<u>Directing and Script Development 12</u>	<b>MPHED10--S-SOC</b>	<u>PHE 10 Soccer</u>
<b>MMEDD10--S</b>	<u>Graphic Prod. &amp; Media Design 10</u>			<b>MFTCD11--S-SOC</b>	<u>PHE 11 Soccer</u>
<b>MGRPP11--S</b>	<u>Graphic Prod. &amp; Media Design 11</u>		<b>CAREER EDUCATION</b>	<b>MFTCD12--S-SOC</b>	<u>PHE 12 Soccer</u>
<b>MGRPP12--S</b>	<u>Graphic Prod. &amp; Media Design 12</u>	<b>MCLE-10--S</b>	<u>Career Life Education 10</u>		
<b>MVAM-10--S</b>	<u>Film &amp; Video Production 10</u>	<b>MCLE-10--Y-BAND</b>	<u>Career Life Education 10 with Band</u>	<b>MPHED10--S-BCOMP</b>	<u>PHE Basketball 10 COMP</u>
<b>MVAMT11--S</b>	<u>Film &amp; Video Production 11</u>	<b>MCLC-12--S</b>	<u>Career Life Connections 12</u>	<b>MACLV11--S-BCOMP</b>	<u>PHE 11 Basketball COMP</u>
<b>MVAMT12--S</b>	<u>Film &amp; Video Production 12</u>	<b>MCLC-12--S-CO-OP</b>	<u>Career Life Connections 12 Co-Op</u>	<b>MACLV12--S-BCOMP</b>	<u>PHE 12 Basketball COMP</u>
<b>MIDS-0A--Y</b>	<u>Yearbook 10</u>	<b>MCLC-12--S-HYB</b>	<u>Career Life Connections 12 Hybrid</u>	<b>MACLV11--S-BREC</b>	<u>PHE 11 Basketball REC</u>
<b>MMEDD11--Y</b>	<u>Yearbook 11</u>		<b>CULINARY ARTS</b>	<b>MACLV12--S-BREC</b>	<u>PHE 12 Basketball REC</u>
<b>MMEDD12--Y</b>	<u>Yearbook 12</u>	<b>MCUL-10--S</b>	<u>Culinary Arts 10</u>	<b>MPHED10--S-HMPR</b>	<u>Human Performance 10</u>
<b>MFOOD10--S</b>	<u>Food Studies 10</u>	<b>MCUL-11--S</b>	<u>Culinary Arts 11</u>	<b>MACLV11--S-HMPR</b>	<u>Human Performance 11</u>
<b>MFOOD11--S</b>	<u>Food Studies 11</u>	<b>MCUL-12--S</b>	<u>Culinary Arts 12</u>	<b>MACLV12--S-HMPR</b>	<u>Human Performance 12</u>
<b>MFOOD12--S</b>	<u>Food Studies 12</u>		<b>ENGLISH LANGUAGE ARTS</b>		<b>SCIENCE</b>
<b>MFAMS10-2</b>	<u>Family and Society 10</u>	<b>MCTWR10--B</b>	<u>Creative Writing &amp; Composition 10</u>	<b>MSC--10--S</b>	<u>Science 10</u>
<b>MIAFR11--S</b>	<u>Family Std-Interpersonal &amp; Family Relationship11</u>	<b>MLTST10--B</b>	<u>Literary Studies &amp; Composition 10</u>	<b>MSCCT-11--S</b>	<u>Science for Citizens 11</u>
<b>MCDAC12--S</b>	<u>Family Std-Child Dev&amp; Caregiving12</u>			<b>MESC-11--S</b>	<u>Earth Science 11</u>
<b>MTXT-10CR</b>	<u>Textile Arts &amp; Crafts 10</u>	<b>MNMD10--B</b>	<u>New Media &amp; Composition 10</u>	<b>MEVSC11--S</b>	<u>Environmental Science 11</u>
<b>MTXT-11TD</b>	<u>Textile Arts &amp; Design 11</u>				
<b>MTXT-12TD</b>	<u>Textile Arts &amp; Design 12</u>	<b>MSPLG10--B</b>	<u>Spoken Language &amp; Composition 10</u>	<b>MEVSC12--S</b>	<u>Environmental Science 12</u>
<b>MTDRF10--S</b>	<u>Drafting &amp; Design 10</u>	<b>MCMPS11--S</b>	<u>Composition 11</u>	<b>MCH-11--S-HYBRID</b>	<u>Chemistry 11 Hybrid</u>
<b>MTDRF11--S</b>	<u>Drafting &amp; Design 11</u>	<b>MCTWR11--S</b>	<u>Creative Writing 11</u>	<b>MCH-11--S</b>	<u>Chemistry 11</u>
<b>MTDRF12--S</b>	<u>Drafting &amp; Design 12</u>	<b>MLTST11--S</b>	<u>Literary Studies 11</u>	<b>MCH-12--S</b>	<u>Chemistry 12</u>
<b>MSTX-11--S</b>	<u>Trades Exploration 11</u>	<b>MNDM-11--S</b>	<u>New Media 11</u>	<b>MLFSC11--S</b>	<u>Life Sciences 11</u>
<b>MSTX-12--S</b>	<u>Trades Exploration 12</u>	<b>MSPLG11--S</b>	<u>Spoken Language 11</u>	<b>MATPH12--S</b>	<u>Anatomy &amp; Physiology 12</u>
<b>MWWK-10--S</b>	<u>Woodwork 10</u>	<b>MCTWR12--S</b>	<u>Creative Writing 12</u>	<b>MPH-11--S</b>	<u>Physics 11</u>
<b>MWWK-11--S</b>	<u>Woodwork 11</u>	<b>MCMPS12--S</b>	<u>Composition 12</u>	<b>MSPSC12--S-FOREN</b>	<u>Forensic Science 12</u>
<b>MWWK-12--S</b>	<u>Woodwork 12</u>	<b>MLTST12--S</b>	<u>Literary Studies 12</u>		<b>SOCIAL SCIENCES</b>
	<b>ARTS EDUCATION</b>			<b>MSS-10--S</b>	<u>Social Studies 10</u>
<b>MVAST10--S</b>	<u>Art Foundations 10</u>	<b>MNMD-12--S</b>	<u>New Media 12</u>	<b>MSS-10--Y-LEAD</b>	<u>Social Studies w Leadership</u>
<b>MVAST11--S</b>	<u>Art Foundations 11</u>	<b>MSPLG12--S</b>	<u>Spoken language 12</u>	<b>APCS-11--Y</b>	<u>AP Afro-Canadian Diaspora</u>
<b>MVAST12--S</b>	<u>Art Foundations 12</u>	<b>MENFP12--S</b>	<u>English First Peoples 12</u>	<b>MWH-12--S</b>	<u>20th C World History 12</u>
<b>MVAC-10--S</b>	<u>3D Ceramics and Sculpture 10</u>		<b>INTERNATIONAL LANGUAGES</b>	<b>MASIA12--S</b>	<u>Asian Studies 12 1850-present</u>
<b>MVAC-11--S</b>	<u>3D Ceramics and Sculpture 11</u>	<b>MFR-10--S</b>	<u>French 10</u>	<b>MBCFP12--S</b>	<u>BC First Peoples 12</u>
<b>MVAC-12--S</b>	<u>3D Ceramics and Sculpture 12</u>	<b>NPUN-10--S</b>	<u>Punjabi 10</u>	<b>YAES-2A--S</b>	<u>Black Studies 12</u>
<b>MVAD-10--S</b>	<u>2D Drawing and Painting 10</u>	<b>MSP-10--S</b>	<u>Spanish 10</u>	<b>MCMCL12--S</b>	<u>Comparative Cultures 12</u> (Offered in 2027/28)
<b>MVAD-11--S</b>	<u>2D Drawing and Painting 11</u>	<b>MFR-11--S</b>	<u>French 11</u>	<b>MEC-12--S</b>	<u>Economics 12</u>
<b>MVAD-12--S</b>	<u>2D Drawing and Painting 12</u>	<b>MPUN-11--S</b>	<u>Punjabi 11</u>	<b>MHGEO12--S</b>	<u>Geography 12</u> (Offered in 2027/28)
<b>MDCF-10--S</b>	<u>Dance Foundations 10</u>	<b>MSP-11--S</b>	<u>Spanish 11</u>	<b>MGENO12--S</b>	<u>Genocide Studies 12</u>
<b>MDCF-11--S</b>	<u>Dance Foundations 11</u>	<b>MFR-12--S</b>	<u>French 12</u>	<b>MLST-12--S</b>	<u>Law Studies 12</u>
<b>MDCF-12--S</b>	<u>Dance Foundations 12</u>	<b>MPUN-12--S</b>	<u>Punjabi 12</u>	<b>MPHIL12--S</b>	<u>Philosophy 12</u>
<b>MDNC-11--S</b>	<u>Dance Choreography 11</u>	<b>MSP-12--S</b>	<u>Spanish 12</u>	<b>MSJ-12--S</b>	<u>Social Justice 12</u>
<b>MDNC-12--S</b>	<u>Dance Choreography 12</u>		<b>MATHEMATICS</b>	<b>YPSYC1A--S</b>	<u>Psychology 11/12</u>
<b>MDNCM10--Y</b>	<u>Dance Company 10</u>	<b>MWPM-10--S</b>	<u>Math 10: Workplace</u>	<b>MPHIL12--Y-LEAD</b>	<u>Philosophy 12 Linear with Leadership 11/12</u>
<b>MDNCM11--Y</b>	<u>Dance Company 11</u>	<b>MFMP-10--S</b>	<u>Math 10: Foundation and Pre-Calc</u>		<b>LEADERSHIP</b>
<b>MDNCM12--Y</b>	<u>Dance Company 12</u>	<b>MWPM-11--S</b>	<u>Math 11: Workplace</u>	<b>MPHED10--Y-LEAD</b>	<u>PE Leadership 10</u>
<b>MMUCB10--Y</b>	<u>Concert Band 10 Linear</u>	<b>MFOM-11--S</b>	<u>Math 11: Foundations</u>	<b>YIPS-0B--S-COMLD</b>	<u>Community Lead 10</u>
<b>MIMCB11--Y</b>	<u>Concert Band 11 Linear</u>	<b>MPREC11--S</b>	<u>Math 11: Pre-Calculus</u>	<b>YIPS-1B--S-COMLD</b>	<u>Community Lead 11</u>
<b>MIMCB12--Y</b>	<u>Concert Band 12 Linear</u>	<b>MPREC12--S</b>	<u>Math 12 Pre-Calculus</u>	<b>YIPS-2B--S-COMLD</b>	<u>Community Lead 12</u>
<b>MMUJB10--Y</b>	<u>Instrumental Music: Jazz Band 10 Linear</u>	<b>MCALC12--S</b>	<u>Calculus 12</u>	<b>YIPS-1B--Y</b>	<u>Recreational Lead 11</u>
<b>MIMJB11--Y</b>	<u>Instrumental Music: Jazz Band 11 Linear</u>	<b>MFOM-12--S</b>	<u>Math 12: Foundations</u>		<b>STUDENT SERVICES</b>
<b>MIMJB12--Y</b>	<u>Instrumental Music: Jazz Band 12 Linear</u>		<b>PHYSICAL &amp; HEALTH EDUCATION</b>	<b>YIPS-1A--S</b>	<u>Peer Tutoring 11</u>
<b>MIDS-1B--S-B</b>	<u>Band Conducting 11</u>	<b>MPHED10--S</b>	<u>PHE 10</u>	<b>YIPS-2A--S</b>	<u>Peer Tutoring 12</u>
<b>MIDS-1B--S-B</b>	<u>Band Conducting 12</u>	<b>MPHED10--S-NCOMP</b>	<u>PHE 10-NON-COMPETITIVE</u>	<b>MSPC12--S</b>	<u>Lab Aide 12</u>
<b>MDRM-10--S</b>	<u>Drama 10</u>	<b>MPHED10--S-APSL</b>	<u>Soccer10 High-Performance</u>		<b>STUDY COURSES</b>
<b>MDRM-11--S</b>	<u>Drama 11</u>	<b>MACLV11--S</b>	<u>PHE 11</u>	<b>XAT-12--S</b>	<u>**GRADE 12 STUDY**</u>
<b>MDRM-12--S</b>	<u>Drama 12</u>	<b>MACLV12--S</b>	<u>PHE 12</u>	<b>XAT-12E--S</b>	<u>Semester 2 out</u>

# At L.A. Matheson, we...

provide a safe, cooperative and supportive learning environment that promotes social, intellectual and creative growth. We aim to help all our students develop into informed, active and responsible global citizens.

## HOW TO USE YOUR COURSE SELECTION HANDBOOK

### "BEGIN WITH THE END IN MIND"

Course selection time is an opportunity to continue thinking about the path you are taking toward graduation and beyond. As a secondary student, it is not expected that you have your future all figured out, but it is important to research the opportunities that are appropriate for you. With that in mind, it is essential to select courses that will keep doors open.

Course selection is a process, and this book is one of the tools to help you select your courses. Please take the time to dialogue with your parents, teachers, and counsellors about the courses you will select. Further, please consult career facilitators and post-secondary calendars (available in the counsellor's office) and websites ([www.educationplanner.ca](http://www.educationplanner.ca)) to ensure that prerequisites are met for post-secondary programs that you are interested in.

### FACTORS TO CONSIDER IN MAKING YOUR DECISIONS

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As you think about choosing your courses for next year, you should ask yourself:

1. What courses **MUST** I take for graduation?
2. What courses **MUST** I take to meet post-secondary and/or apprenticeship entrance requirements?
3. What are my passions or areas I would like to explore?
4. What will be the total time demand of the courses I select?

The course selection process at L.A. Matheson Secondary provides an excellent opportunity for personal growth and for exercising decision-making skills. The staff at L.A. Matheson looks forward to helping you make the best-informed decisions possible.

## ***Counselling Services***

The Counselling Department endeavours to assist students to acquire the skills, knowledge, and attitudes necessary to:

- Know and appreciate themselves
- Relate effectively to others
- Develop appropriate educational plans
- Explore career alternatives

To meet these objectives, the following services and programs are offered:

**Counselling:** Individual counselling – Counsellors help students become aware of their own potential, make wise decisions, and deal with the educational, social and personal difficulties that may confront them. A student who wishes counselling assistance may request an appointment with his/her counsellor.

**Program Planning:** Counsellors and Career Resources Centre staff will assist students with short- and long-term planning of their educational and career goals. Educational and Vocational/Career Information is communicated to students by the following: scheduling student interviews, offering courses, participating in post-secondary days, arranging for guest speakers, displaying calendars and posters, providing vocational interest tests, posting information on Instagram (lam\_counselling), having night and summer school information available.

**Peer Counsellors and Peer Mediators:** Peer Counsellors and Peer Mediators are also part of our student services team. Peer Counsellors and Peer Mediators are students who have received specialized training in counselling and conflict resolution. Speak to your counsellor if you would like to become a Peer Counsellor or Peer Mediator.

**Applications for Post-Secondary Institutions:** Counsellors assist students with completing university and community college applications and will inform students about financial assistance and scholarships.

# My Graduation Plan

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Grade 10	<input checked="" type="checkbox"/>	Grade 11	<input checked="" type="checkbox"/>	Grade 12	<input checked="" type="checkbox"/>
Any Language Arts 10		Any Language Arts 11		Any Language Arts 12	
Social Studies 10		Any Social Studies 11 or 12		Career Life Connections 12	
Any Math 10		Any Math 11 or 12		12	
Science 10		Any Science 11 or 12		12	
Career Life Ed 10					
P.H.E. 10					

**COURSE REQUIREMENTS TO GRADUATE (post-secondary institutions may have additional requirements):**

**52 credits are required courses, including:**

Any Language Arts 10,	4 credits
Mathematics 10,	4 credits
Physical Education 10,	4 credits
Career Life Education 10,	4 credits
Social Studies 10,	4 credits
Science 10,	4 credits
Arts Education <b>or</b> Applied Design, Skills and Technologies 10, 11 or 12,	4 credits
Any Language Arts 11,	4 credits
Any Senior Social Science,	4 credits
Any Science 11 <b>or</b> 12,	4 credits
Any Mathematics 11 <b>or</b> 12,	4 credits
English Studies 12,	4 credits
Career Life Connections 12,	4 credits
<b>SUBTOTAL:</b>	<b>52 credits</b>

**Elective Courses:** **28 credits**

All must be of grades 10, 11 or 12 level.

⇒ A minimum of 16 credits must be grade 12 level (4 courses), including English Studies 12 and Career Life Connections 12. ⇒ Grade 10 and 12 Literacy assessments and the grade 10 Numeracy assessment are mandatory for graduation. ⇒ Indigenous courses credit (ENFP 12 or another course)

**GRAND TOTAL** **80 credits**

## ***Applied Design, Skills, and Technologies Department (ADST)***

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This department includes courses in the following areas:

*(Please note that many of the courses can be taken in grades 10, 11, and/or 12)*

<b>Grade</b>	<b>Business/Computer Education Courses</b>	<b>Home Economics Courses</b>	<b>Technology Education Courses</b>
10	Computer Programming 10 Marketing 10 Graphic Production & Media Design 10 Yearbook 10	Food Studies 10 Family and Society 10 Textiles 10	Drafting and Design 10 Woodwork 10
11/12	Accounting 11/12 Computer Programming 11/12 Film & Video Production 11/12 Graphic Production and Media Design 11/12 Marketing 11 Yearbook 11/12	Food Studies 11/12 Family Studies 11/12 Textiles 11/12	Drafting and Design 11/12 Woodwork 11/12 Trade Skills Exploration 11/12

## Computer and Business Education

### **Accounting 11 (Available to students in grades 10 – 12) MAC—11—S**

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Accounting is for you whether you want to balance your chequebook, run your own business, learn spreadsheets, or gain skills to obtain banking or entry-level accounting positions in accounting firms or banks. Accounting opens the door for great opportunities for future careers. This is a terrific course for students who plan to manage or own any small or medium-sized business. Also, students who wish to pursue post-secondary studies in accounting, finance, business management or commerce will have a definite advantage by taking this course. It is recommended that students taking this course have a mark of 60% or higher in Math 10.

### **Accounting 12 (Available to students in grades 11 and 12) MACC-12-S**

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*Successful completion of Accounting 11 is suggested for this course.*

This course builds upon what was covered in Accounting 11. It is a hands-on course that uses industry-standard software programs to prepare and present accounting reports and other financial information for small businesses. You will learn about current business practices and the financial needs of a business, including payroll, taxation, budgeting, and inventory. This is a terrific course for students who plan to manage or own any small or medium-sized business. Also, students who wish to pursue post-secondary studies in accounting, finance, business management or commerce will have a definite advantage by taking this course.

### **Marketing 10 MADEM10--S**

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It's fun, it's exciting, and it's E&M 10! If you dream of making a lot of money or even plan to own your own business, then this is the place to start. As you discover what business is all about, you will learn about marketing, product and idea promotion, and entrepreneurship. There will also be a focus on learning and applying the Microsoft Office Tools. E&M 10 will give you the knowledge and skills you need to make it in the future and succeed in the business world.

### **Marketing 11 (Available for students in grades 10 – 12) MMAPI-11--S**

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Ever wanted to start your own company, market your great invention that will revolutionize the world, or become a store manager? If so, then this is the course for you. Marketing 11 will provide you with an opportunity to examine the nature and role of marketing in a local context. We will focus on advertising and promoting brands and products. You will learn how marketing helps businesses determine and meet customer needs, how businesses examine market conditions and present a variety of products and services to their potential customers, how marketing helps businesses become and remain successful, and how consumer decisions influence the marketplace. You will gain an understanding of the need for good customer relations and of how this attitude drives the economic system in Canada. You will gain a better understanding of the roles of consumers and producers in an economic system and will have a good foundation for a career in business and retail.

### **Computer Programming 10 MCSTU10--S**

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This course is a terrific introduction to the basic structures and principles of computer programming. Even if you have never coded before, you will be able to work at your own pace. If you are an experienced programmer, you will be encouraged to expand your skills and learn different languages. If time permits, you will have the chance to build your own computer game or app. We will explore issues around the use of technology, such as effective use of information, cyberbullying, virus avoidance, and how to keep both ourselves and our information safe and protected when online or when using social media. As technology in our world is constantly changing, we work hard to try to provide our students with the skills that will help them throughout many of their high school courses but also prepare them for post-graduate courses and the workplace.

## **Computer Programming 11,12 MCMPR11—S/ MCMPR12—S**

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(Available to students in grades 10, 11, and 12)

This course is an incredible introduction to the world of computer programming and game development and is suitable for students with different levels of programming experience. Students will use computational thinking and languages such as Python, C++, Java and JavaScript to learn the basics of computer programming: data types, error handling and debugging, input and output, conditional and decision statements, iterative or looping structures, and functions and procedures. We will learn how to break down problems into manageable, simple tasks and sub-routines and explore pseudo-code and flowcharting as tools to develop effective algorithms. By the end of the course, you will have created a unique computer game or app that you can share with others. Students with previous programming experience will explore more complex programming structures, design more intricate and complex programs, explore languages of their choice, and place more emphasis on collaborative coding. Some students will have the opportunity to program our LEGO, VEX, and FTC robots to perform unique challenges. Students will explore other topics such as binary and hexadecimal conversion, the history of computer programming, and appropriate use of technology, including digital citizenship, etiquette, and literacy. We will also explore the social and environmental impacts of computer technology. This course will provide students with the skills to explore a future in technology or engineering.

## **Graphic Productions and Media Design 10,11,12 MMEDD10—S/MGRPR11—S/MGRPR12—S**

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(Available to students in grades 10 – 12)

This project-based course focuses on the creation of digital content and requires students to apply artistic skills and technology to both print and digital media. Some of the topics we hope to explore include the principles of layout and design, digital photography and editing, interactive web page development, graphic and image production and manipulation, animation, and sound production. We will utilize many different web-based applications, HTML and CSS, and many products from the Adobe Creative Suite that are used in the digital media and video production industry. There should even be some time for students to explore basic video production and special effects. We will explore ways to make the audience more active participants in the process and explore how media can be created to generate to communicate ideas, generate a specific emotional response in a target audience and influence thinking. Students will be required to complete assignments in each of the “core” areas, but flexibility is given to allow students to pursue an area of special interest. A digital portfolio will play a significant role in the assessment of this class. The course is very “hands-on” and is a great stepping-stone to pursuing a career in animation, web development, marketing, and business. The skills learned will definitely benefit students in their futures as they create projects for school, post-education, and in their careers.

## **Film & Video Production 10,11,12 MVAM-10—S/MVAMT11—S/MVAMT12—S**

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This is a fun, hands-on class where students learn how to make videos that stand out and effectively get a message across to their audience. Do you want to learn how to make your YouTube or TikTok video POP? Learn how filmmakers and TV directors use various techniques to capture our attention and manipulate our feelings when watching movies or TV shows, and how you can use these same techniques in your videos? Then these courses are for you! Students will learn how to use various cameras, audio-visual equipment, and video editing software. You will learn how to conceive, plan, film, and edit high-quality videos. We will cover pre-production skills such as scriptwriting, storyboarding, casting, the documentary process, interviewing and pre-production planning. Students will also learn production skills such as camera operation, picture composition, lighting, microphone/audio skills, and directing. Finally, students will do post-production as they edit their film, add sound and special effects, and publish their films. The courses are taught using industry software and techniques.

## **Yearbook 10, 11, 12 MIDS-0A/MMEDD11—Y / MMEDD12—Y**

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(Please note that these courses are offered after school only)

*Note: Students will be interviewed prior to admission to this class.*

This is a design course where students will be totally responsible for the production of the yearbook publication. Students must be willing to work as a team and be willing to put in extra hours outside of class time. As deadlines are a critical reality of this class, a mature attitude and good work ethic are a must.

Within the course, students will learn the principles of layout and design used in the desktop publishing industry, will explore digital photography, and will work with industry-standard software, including InDesign and Photoshop. Students will gain experience with digital cameras, scanners, and photo manipulation and enhancement. Students will immerse themselves into the culture of the school and become photojournalists who capture the experiences and memories of all our students.

## **Home Economics**

### **Food Studies 10,11,12 MFOOD10-S/MFOOD11-S / MFOOD12-S**

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Senior Foods is your ticket to a world of culinary adventure. Get ready to level up your cooking skills as we delve deep into the art and science of food preparation. In this engaging and hands-on course, you will create various delectable breads, vibrant vegetable-based dishes, hearty soups, flavorful pastas, mouthwatering dishes from around the globe, along with sweet treats, and so much more! In addition, there will be an emphasis on nutrition, sustainability, and culinary traditions as you develop a holistic understanding of the role food plays in health, culture and community.

*Note: Also see the Culinary Arts Dept on page 21.*

### **Nutrition 11/12 with Physical Health and Education 11/12 Linear MFOOD—Y—PHE / MFOOD12-Y-PHE**

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This comprehensive eight-credit full-year course combines the fundamentals of physical health education and nutrition to promote lifelong health and wellness. It will provide an in-depth understanding of how exercise and dietary food choices impact overall mental and physical health. Students will engage in a variety of physical activities, including team sports, individual fitness routines, and outdoor adventures, to develop strength, endurance, and coordination.

Alongside physical training, the course will delve into the principles of nutrition, exploring the importance of balanced diets, meal planning, and understanding food labels. Students will have the opportunity to participate in food labs and community outings to learn about being an informed consumer. At the completion of the course, students will be able to make informed dietary decisions that support a more holistic lifestyle.

Upon completion of this linear course, students will receive credit for **TWO COURSES:** a PHE 11 or 12 class **AND** a FOOD 11 or 12 class.

Course Objectives:

#### **1. Foundations of Health: Understand Physical and Mental Health Principles**

Learn about the fundamentals of how food and exercise impact our mental and physical health. Students will participate in physical fitness activities, such as exercise physiology, fitness assessments, and a variety of resistance and sports activities. Students will also learn to analyze the impact of food choices on our physical and mental health.

#### **2. Physical Activity: Engagement and Participation**

**Family Studies - Family & Society 10 MFAMS10—S**[BACK TO HOME PAGE](#)

80% of Canadians live with some form of family. You will explore the dynamics of a family and look at the roles of families in society and the economic, social, emotional, and global issues that affect families. You will also explore the role of children in families and society, including the rights of children locally and globally. You will generate strategies that can be used to help families meet specific issues and challenges. For example, living arrangements and housing.

**Family Studies - Interpersonal & Family Relationships 11 MIAFR11—S**[BACK TO HOME PAGE](#)

How do I get along with others? You will learn skills and strategies to enhance a positive self-image, make good decisions, and communicate effectively. Once students understand more about themselves, they will learn how to build strong, positive relationships with others. In addition, you will learn to recognize signs of unhealthy healthy relationships and learn to act accordingly. You will also explore interpersonal relationships in our global society.

**Family Studies - Child Development & Caregiving 12 MCDAC12—S**[BACK TO HOME PAGE](#)

This interactive course will explore human growth and development. You will learn about pregnancy and birth, and the stages of development will be studied with an emphasis on learning nurturing techniques for each stage. This course will also discuss the importance of the decision to parent and parental rights and responsibilities, including providing for the basic needs of a child, the rights of a child, and moral, ethical, and financial rights and responsibilities.

**Textiles 10-12 MTXT-10CR/MTST-11TD/MTXT-12TD**[BACK TO HOME PAGE](#)

Textiles 10–12 is a hands-on course designed to develop students' creativity, technical skills, and understanding of textile construction and design. Aligned with the British Columbia Applied Design, Skills, and Technologies (ADST) curriculum, this course encourages students to explore textiles through practical projects that connect learning to real-life applications.

Students will follow the design process to plan, create, and evaluate a variety of textile projects. Skills developed include hand and machine sewing, fabric and fibre identification, pattern reading, safe and effective use of equipment, and basic to advanced construction techniques. As students move through the grade levels, they are encouraged to work with increasing independence, accuracy, and complexity in their projects.

The course also explores textile theory, including fabric properties, textile care, sustainability, and ethical considerations in the fashion and textile industry. Students learn to make informed choices about materials and develop an appreciation for quality craftsmanship and responsible production.

Creativity and personal expression are strongly encouraged. Students will have opportunities to design projects that reflect their individual interests while meeting project criteria and timelines. Collaboration, organization, and problem-solving skills are emphasized in a supportive and inclusive learning environment.

Assessment is based on skill development, application of the design process, project completion, creativity, and participation. Textiles 10–12 provides students with valuable life skills, confidence in working with textiles, and a strong foundation for further studies or careers in fashion, design, trades, or related pathways.

## Technology Education

### **Drafting and Design 10** **MTDRF10--S**

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Mechanical and architectural drafting are covered using both board drawing and CAD. A greater emphasis will be placed upon the use of drafting skills in the areas of modelling and problem-solving. Career exploration may also be included.

### **Drafting and Design 11** **MTDRF11--S**

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This is an introductory course which covers the same topics outlined in Drafting 10 in a more detailed and complex manner. It may also include perspective drawings, sectioning and modelling. Greater emphasis may be placed on CAD. This course will provide students with the necessary foundation to be able to effectively communicate ideas and designs in many areas of technology.

### **Drafting and Design 12** **MTDRF12--S**

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This course continues to develop skills learned in Drafting 11. Students will design, draw and understand mechanical and architectural drawings. Greater emphasis may be placed on CAD. This is an excellent course for students interested in engineering, architectural, or construction-related careers.

### **Trade Skills Exploration 11/12** **MSTX-1A—S/MSTX-2A--S**

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\***NEW COURSE\*** The Youth Explore Trades course introduces students to three trades careers: carpentry, plumbing and electrical. This course is a blend of theory and practical knowledge, with students learning proper techniques in each of the trades. This includes tool safety and usage, workplace safety, and workplace etiquette. Hands-on experience will be part of the course, with students framing a wall and then running both plumbing and electrical through it. The course will also include guest speakers presenting on the trades as well as careers in the trades.

### **Woodwork 10** **MWWK-10—S**

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This course encourages students to expand their knowledge and to design and problem-solve using wood and related machinery. Individual design of projects is emphasized.

### **Woodwork 11** **MWWK-11—S**

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This course is an advanced hands-on course involving the use of wood and wood composites. Students will solve problems involving the design and construction of teacher-selected and/or student-selected projects. In most programs, students will be expected to design projects and calculate material amounts and costs. The focus of this program is the construction of cabinets and furniture.

### **Woodwork 12** **MWWK-12—S**

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The program involves learning and applying advanced woodworking and design skills to build major projects. The focus of this program is cabinet and furniture construction.

## ***Arts Education Department***

<b>Music</b>	<b>Drama</b>	<b>Dance</b>	<b>Visual Arts</b>
Concert Band 10, 11 & 12	Drama 10, 11 & 12	Dance Foundations 10, 11, & 12	Art Foundations 10, 11 & 12
Band Assistant 11/12	Theatre Company 10, 11, & 12	Dance Choreography 10, 11 & 12	Ceramics and Sculpture 10, 11 & 12
Conducting 12	Theatre Production 10, 11, & 12	Dance Company 10, 11 & 12	Drawing and Painting 10, 11 & 12
Instrumental music: Jazz Band 10, 11 & 12	Directing and Scriptwriting 11 & 12		

### **Music**

#### **Concert Band 10 MMUCB10—Y (Linear with CLE)**

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Concert Band 10 is a linear course in conjunction with Career and Life Education (CLE) 10, open to students who have successfully completed Concert Band 9 or who have at least three years of experience playing an instrument. Students enrolled in this course will have the opportunity to become members of the Senior Concert Band. In this course, you will continue to develop your performance and ensemble skills. Performances are considered part of the course curriculum.

#### **Concert Band 11 MIMCB11—Y**

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Concert Band 11 is a linear course in conjunction with Career and Life Connections (CLC) 12, open to students who have successfully completed Concert Band 10. Students enrolled in this course will become a member of the Senior Concert Band. In this course, you will perform a variety of repertoire and will continue to develop performance and ensemble skills at an advanced level. Performances are considered part of the course curriculum.

#### **Concert Band 12 MIMCB12—Y (Linear course with study block)**

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Concert Band 12 is a linear course in conjunction with a study block open to students who have successfully completed Concert Band 11. Students enrolled in this course will become a member of the Senior Concert Band. In this course, you will perform a variety of repertoire and will continue to develop your performance and ensemble skills at an advanced level, which will prepare you for post-secondary studies in Music. Performances are considered part of the course curriculum.

#### **Band Assistant 11 / Band Assistant 12 YIPS1A—S-BA11**

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Do you enjoy being in the music room? Are you organized? Would you like to put your skills to good use? This course is like Peer Tutoring but is focused specifically on the Music Program. You will have opportunities to organize the start of year procedures (organizing and handing out materials), photocopying, record keeping on a computer database, and other administrative details required to make a music program run successfully. When tasks are completed, Band Assistants will join the ensemble with an instrument to play along and assist their younger peers and be a resource for them. Band Assistants will utilize their Leadership skills to assist the ensemble, whether it be one-on-one, small group, or large group instruction.

## **Conducting 12 YIPS-2A—S-COND**

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Are you planning to pursue something in the music discipline after high school? This course gears specific students who plan to take post-secondary music studies. Students will be given opportunities to direct an ensemble with small or large group instruction, utilizing their musicianship and leadership skills on the podium. These students will be immersed in the ensemble and are expected to assist other students by playing their primary instruments, as well as a potential secondary instrument. Students will be given time to work on their audition materials, as well as seeking instruction for music theory preparedness. Restricted to Grade 12 Band Students only.

## **Instrumental Music: Jazz Band 10 MMUJB10—Y**

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Co-requisite: Concert Band 10

Jazz Band 10 is a course that continues to build upon the skills learned in Jazz Band 9. In this course, students will have the opportunity to perform Jazz, Rock, Hip Hop, Funk, and Big Band styles of music. Jazz Band 10 is offered as a linear course and will occur outside of the regular timetable as an x-block. Performances are considered part of the course curriculum.

## **Instrumental Music: Jazz Band11:MIMJB11—Y**

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Co-requisite: Concert Band 11

Jazz Band 11 is a course that continues to build upon the skills learned in Jazz Band 10. In this course, students will have the opportunity to perform Jazz, Rock, Hip Hop, Funk, and Big Band music at an advanced level. Jazz Band 11 is offered as a linear course and will occur outside of the regular timetable as an x-block. Performances are considered part of the course curriculum.

## **Instrumental Music: Jazz Band 12 MIMJB12—Y**

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Co-requisite: Concert Band 12

Jazz Band 12 is a course that continues to build upon the skills learned in Jazz Band 11. In this course, students will have the opportunity to perform Jazz, Rock, Hip Hop, Funk, and Big Band music. Students will perform at an advanced level, which will prepare them for post-secondary studies in music. Jazz Band 12 is offered as a linear course and will occur outside of the regular timetable as an x-block. Performances are considered part of the course curriculum.

## **Drama**

### **Drama 10 MDRM-10—S**

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This course will review and expand on the skills developed in Drama 9, with a focus on character building. Students in Drama 10 will continue to build on their drama skills in the following areas:

- Voice work
- Mime and Movement
- Characterization and Scene Study
- Improvisation

### **Drama 11 MDRM-11—S**

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This course takes the skills learned in Drama 8 – 10 and uses them in the development of specific acting techniques. The major focus areas of Drama 11 will be:

- Voice and Movement
- Character motivation and development
- Script interpretation

## **Drama 12 MDRM-10—S**

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Drama 12 expands on the techniques developed in Drama 11. The main focus of the course will be:

- Character motivation and development
- Voice and Movement
- Script writing and analysis
- Directing

## **Theatre Company 10,11,12 MDRTC10--Y//MDRTC11--Y/MDRTC12--Y**

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In this course, students will learn the skills required to produce a theatrical production. Students will be involved in all areas of the performance from script selection, assistant direction, set and costume design, lighting design, stage management, and performance. Students will be expected to perform in front of school and community audiences.

*\*Please note that this course is offered outside of the regular timetable. Classes will be held on Tuesdays and Thursdays after school for the entire school year. Additional evenings will be required for performances.*

## **Theatre Production 10,11,12 MDRD-10/MDRTP11/MDRTP12--S**

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This course is focused on the technical skills required to put on a theatrical production. The course focuses on the work behind the scenes, including set design, set painting, lighting design, audio effects and music, costume design, set building, and stage management. Students will not focus on acting and performance. Previous experience in drama, woodwork and/or art courses at the grade 10, 11 or 12 level would be an asset.

Alternatively, this course can be taken at the same time as Drama 8 or 9, in which case it will be treated as a mentorship course. You will be required to work alongside junior students, helping them develop their skills behind the scenes. Tasks you may be required to fulfil include giving feedback on scenes, organizing the costumes, props, and lighting needs for class performances. This version of the course will only be offered for up to 2 students, so please speak to the Drama teacher before choosing this course.

*\*Please note that this course will be offered at the same time as either Theatre Company 10/11/12 or Drama 8 or 9. A recommendation from the Drama Teacher is required.*

## **Directing & Script Development 11/12 MDRDS11—S/MDRDS12--S**

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In this course, students will explore a variety of voices, styles and perspectives in writing and directing. The course focuses on script production and directing skills. Specifically, students will develop a repertoire of appropriate writing and directing vocabulary skills as well as be able to use those skills to produce theatre pieces.

*\*Please note that this course will be offered at the same time as either Drama 10, 11, 12. A recommendation from the Drama Teacher is required.*

## **Dance**

### **Dance Foundations 10,11,12 MDCF-10—S/MDCF-11—S/MDCF-12—S**

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Welcome to Dance Foundations! This open-level course is perfect for all dancers—whether you’re building on past dance classes or stepping into the studio for the first time. In a fun and supportive space, you’ll explore a wide variety of dance styles, from Street Dance (hip hop, breaking, waacking) to Concert Dance (contemporary, jazz, ballet, tap) and Cultural Dances like Bhangra and Gidha. We’ll also dive into other styles that interest you and the class.

As you reflect on your learning, you develop a deeper understanding of the connections between dance, history, culture, and identity. You’ll also have plenty of time to create dances with friends and build your skills as a choreographer! Your class will work toward performing together at the District Dance Festival on the Bell Centre Stage, as well as our exciting Semester Showcase here at LAM. So bring your passion, your curiosity, and your creativity—let’s move together and create something unforgettable!

## **Dance Choreography 11/12 MDNC11—S-CHOR/MDNC12—S-CHOR**

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A recommendation from the dance teacher is required. Students who register without approval will be removed from the course.

Are you ready to take your dance journey to the next level? This course is designed for experienced dancers who want to dive into the world of choreography, mentor younger dancers, and bring their own creative visions to the stage! As a student choreographer, you'll have the chance to work with a junior class, collaborate with your teacher as a peer tutor, and create dynamic group pieces for live performances.

This course is for students recommended by the dance teacher and ideally enrolled in Dance Foundations or Dance Company. Due to limited spots, all course requests will be thoughtfully reviewed by the Dance Department. If you're eager to share your skills, lead, and bring your choreography ideas to life, reach out to Ms. Fleming!

## **Dance Company 10,11,12 MDNCM10—Y/ MDNCM11—Y/MDNCM12—Y**

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A recommendation from the dance teacher is required. Students who register without approval will be removed from the course. This is an audition-based course for advanced dancers looking to refine their technique and performance skills and grow as artists. In this class you will undergo intensive technical training and will learn advanced-level performance pieces for events and competitions. Bhangra, Gidha, and Street Styles concentrations are available. Auditions will be held in June and September, and teacher approval is required before students enroll.

\*Please note that this course is offered outside of the regular timetable. Classes will be after school, likely on Tuesdays and Wednesdays. Additional evening and weekend performances will be required throughout the school year.

## **Visual Arts**

### **Art Foundations 10,11,12 MVAST10—S/MVAST11—S/MVAST12--S**

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Students will develop skills learned in previous art courses. Students will review design, drawing, painting, printmaking, and three-dimensional work. Personal growth will be encouraged through the development of an individual portfolio. This portfolio will be a digital culmination of your work, both in a finished and in progress state. All projects will be in response to assignments that focus on areas of the Elements and Principles of Art and Design.

### **3D ART 10,11,12 MVAC-10—S/ MVAC-11—S/ MVAC-12--S**

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The course is designed for students who wish to focus on the elements and principles of design with a three-dimensional application (such as ceramics, sculpture and multimedia). Imagery, historical and contemporary developments, and reasoned criticism will be applied to all projects. Personal growth will be encouraged through the development of an individual portfolio. This portfolio will be a digital culmination of your work, both in a finished and in progress state. All projects will be in response to assignments that focus on areas of the Elements and Principles of Art and Design.

### **2D ART 10,11,12 MVAD-10—S/ MVAD-11—S/ MVAD-12--S**

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This course is designed for students who wish to focus on the elements and principles of design with a two-dimensional application (such as drawing, painting, printmaking, mixed media and graphic design). Imagery, historical and contemporary development, and reasoned criticism will be applied to all projects. Personal growth will be encouraged through the development of an individual portfolio. This portfolio will be a digital culmination of your work, both in a finished and in progress state. All projects will be in response to assignments that focus on areas of the Elements and Principles of Art and Design.

## ***Career Education Department***

All students have graduation requirements for two Career Education courses (CLE 10 & CLC 12)

### **Career Life Education 10 MCLE-10--S**

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Career Life Education provides students with opportunities to explore a variety of careers and options for their future. The course helps students make connections between classroom experiences and post-secondary contexts and is intended to make learning meaningful through interactions with community experts, online research, and field experiences. Students will develop curricular competencies related to: Careers, Education, Finances, Health, and Well-being. The course lays the foundation for the creation of an integrated post-graduation plan presented in the form of a Capstone Project. Successful completion of Career Life Education 10 is required for graduation.

### **Career Life Education 10 Linear with Band 10 MCLE-10—Y-BAND**

Please see the description in Arts Education Department on page 13.

### **Career Life Education 10 Linear with PHE Soccer10 High-Performance MCLE-10—Y-APSL**

Please see the description in the Physical Health and Education Department on page 25.

### **Career Life Connections 12 & CLC Hybrid MCLC-12—S /MCLC-12—S-HYB**

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Career Life Connections focuses on experiential and applied learning that will guide students in their next steps following secondary school. Through learning experiences within and outside the classroom, students are expected to develop an integrated post-graduation plan that is presented through a Capstone Project that includes:

- Careers: possible pathways based on a student's interests and skillset
- Post-Secondary program high school requirements and course pre-requisites
- Education: formal training (school-based), informal training (life learning & workshops), and on-the-job training (apprenticeships, work experiences)
- Networking and Mentorship: students complete teacher-supported independent tasks that empower them to reach out and connect with individuals and organizations in the community
- Finances: determining a budget & financing options for post-secondary
- Health and well-being: choices that help you manage stress and enjoy a balanced life

### **HYBRID LEARNING COURSES**

Hybrid Learning is designed to prepare students for a world that integrates technology in both face-to-face and online settings, fostering 21st-century skills essential for post-secondary education and the workforce. Research indicates that students benefit from the flexibility of hybrid learning, which combines in-person and independent study, allowing for differentiated instruction tailored to individual needs. Students may work independently during Hybrid blocks, or meet with teachers one-on-one or in small groups both in person or online. While hybrid learning may create additional classroom space, its primary goal is to equip students with digital literacy, communication, and critical thinking skills. It also enables teachers to provide targeted support to small groups and individuals. **Successful hybrid learners are those who can work independently, manage their time effectively, and stay self-motivated.**

This year we will be offering one **Chemistry 11 Hybrid** class and one **CLC Hybrid** class first semester for students. These 2 classes will run together (first 2 or last 2 blocks) to provide students with the maximum flexibility their hybrid blocks. Students wanting to do Hybrid classes should select both of these options.

**Option 1:** CLC12 can be completed through the Matheson Co-op in Semester 2 of a student's grade 11 year.

**Option 2:** CLC12 can be completed in either the second semester of grade 11 or the first semester of grade 12 as a stand-alone course.

**Option 3:** CLC12 can be completed as part of Concert Band 11 or 12 as a linear course with other Band students.

**Option 4:** CLC12 can be completed in the first semester of 2026, in grade 11 or 12, as one of the Hybrid courses that will run with Chemistry 11.

## **Career Education Co-op Program**

Co-ops provide opportunities for students, teachers, and employers to cooperate in achieving one very important goal:

Preparation for the future.

### **Course and Curriculum Advantages:**

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- Integration between subject areas
- Opportunities for extended projects that could not normally be completed within a regular length class
- Opportunities for field experiences that could not otherwise be included
- Earn 20 credits for this semester (4 extra credits compared to a regular semester)

### **Work Experience Advantages:**

- Fantastic opportunity to experience a career area that interests you on a first-hand basis, to build soft skills and entry-level knowledge, to see and to participate in specialized areas
- Answers can be found to the question: "Is this what I see myself doing in the future?"
- Opens the doors for summer and after-school jobs. Puts your foot in the door

### **Student Support Advantages:**

- Fantastic match of curriculum to teacher background. Each of our Co-op teachers is a specialist and shares his/her excitement and enthusiasm for the course content.
- Two teachers for the semester means that teachers get to know you and can help with any challenges.

### **People Related Advantages:**

- Opportunities for the development of a team. Peers work together - to build a network of relationships, shared experiences and personal growth.

### **How do I Apply?**

- Students apply during **JANUARY** of their Grade 10 year. Do not check Co-op on your course selection form unless you have received a conditional offer of acceptance prior to course selection.

### **Students who want to take part in a Co-op must:**

- Have good attendance
- Have good work habits
- Show responsibility, professionalism, and self-motivation
- Have the ability to work independently and efficiently, with minimal supervision
- Participate in the application and interview process prior to course selection

## **Where do I Apply?**

Applications are available at the Career Centre between September and October of an applicant's grade 10 year. Students selecting CO-OP on their course selection form must have previously received an offer of conditional acceptance from the Career Centre. Offers have historically been sent out before Winter Break.

**“I just feel like I know now. I know what I want. I know how to get there, and I’m doing it.”**

**-A. Gumber, Co-op student**

## ***Co-op Program***

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### **Matheson Co-op 11 ( Semester 2 - credit awarded for 5 courses)**

Composition 11 & Spoken Language 11	8 credits
A Social Science 12 course (e.g. Philosophy 12)	4 credits
Career Life Connections 12	4 credits
Work Experience 12 A	4 credits

\*\*\* For students with a heavy academic load in a non-Co-op semester, Co-op students are eligible to apply for a grade 11 study

***“Co-op changed my life. Before Co-op, I was shy and would never speak in front of large crowds or reach out to adults or take on opportunities. I am confident, comfortable, and sure of myself because of Co-op.”***

***S. Sharma***

We are always looking for employers who are willing to offer work experience opportunities for our students.

If you are interested in providing a 2-week job-shadow/work experience, please contact Ms. Hodzic in the Career Centre at 604- 588-3418 or at [Hodzic\\_1@surreyschools.ca](mailto:Hodzic_1@surreyschools.ca)

## ***Culinary Arts Department***

### **Culinary Arts 10 MCUL-10--S**

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The Culinary Arts Program will provide opportunities for students to attain the basic knowledge and understanding of a working kitchen, as well as to develop the skills required for employment in a food service environment. Students are participating in a functioning food service operation where they are exposed to the expectations of a professional kitchen. In Culinary Arts 10 students will focus on workplace safety, proper and safe food handling, building skills in both the practical and theoretical components of food cooking methodology. For most students, this will be an introduction to the appropriate use and care of industrial tools and equipment, weighing and portioning, culinary terminology and the basic cooking and baking standards. Food Safe level one certification is an option offered to students who take this program.

### **Culinary Arts 11 MCUL-11--S**

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The Culinary Arts Program will provide opportunities for students to attain the basic knowledge and understanding of a working kitchen, as well as to develop the skills required for employment in a food service environment. Students are participating in a functioning food service operation where they are exposed to the expectations of a professional kitchen. In Culinary Arts 11 students will focus on workplace safety, proper and safe food handling, building skills in both the practical and theoretical components of food cooking methodology. For most students, this will be an introduction to the appropriate use and care of industrial tools and equipment, weighing and portioning, culinary terminology and the basic cooking and baking standards. Food Safe level one certification is an option offered to students who take this program.

### **Culinary Arts 12 MCUL-12--S**

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This is the second level of the Culinary Arts Program, where the focus is on preparing secondary school students to be successful in a professional environment by continuing to develop their skills in the kitchen, understanding the importance of behaving in a professional manner, and applying the principles of basic cooking methods. This will include students learning how to identify, select and use suitable culinary ingredients, including meat, fish, poultry, dairy and vegetables, to comprehend professional culinary recipes and terminology, as well as be able to do basic kitchen math. Students will also learn to follow the proper methods and principles for the seasoning and presentation of food, as well as how to apply the design of food components required for creating and serving menu items in our kitchen. Food Safe level one certification is an option offered to students who take this program.

## ***English Language Arts Department***

<b><i>Grade</i></b>	<b><i>Options</i></b>
<b><i>10</i></b>	<p><i>Choose one of the following courses (4 credits each):</i></p> <ul style="list-style-type: none"> <li>• Creative Writing &amp; Composition 10</li> <li>• Literary Studies &amp; Composition 10</li> <li>• New Media &amp; Composition 10</li> <li>• Spoken Language &amp; Composition 10</li> </ul>
<b><i>11</i></b>	<p><i>Choose one or more of the following courses (4 credits each):</i></p> <ul style="list-style-type: none"> <li>• Composition 11</li> <li>• Creative Writing 11</li> <li>• Literary Studies 11</li> <li>• New Media 11</li> <li>• Spoken Language 11</li> </ul>
<b><i>12</i></b>	<p><i>Choose this mandatory course (4 credits):</i></p> <ul style="list-style-type: none"> <li>• English First Peoples 12</li> </ul> <p><i>If you want to take additional courses, choose one or more of the following (4 credits each):</i></p> <ul style="list-style-type: none"> <li>• Composition 12</li> <li>• Creative Writing 12</li> <li>• Literary Studies 12</li> <li>• New Media 12</li> <li>• Spoken Language 12</li> </ul>

### **Grade 10 English Language Arts Courses**

All Grade 10 students take a course that combines Composition 10 and another English course. Students may take more than one set of English 10 courses.

Grade 10 students must take the provincial Grade 10 Literacy Assessment. That assessment is connected to all subjects, not just English Language Arts.

Click here to learn more: <https://curriculum.gov.bc.ca/provincial/grade-10-literacy-assessment>.

#### **Creative Writing & Composition 10 MCTWR10—B/MCMPS10—B**

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Creative Writing and Composition 10 lets students flex their imaginative muscles through a wide range of writing styles. Students experiment with creativity, push boundaries beyond typical thinking, and reflect upon personal and cultural identities.

#### **Literary Studies & Composition 10 MLTST10—B/MCMPS10—B**

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Literary Studies and Composition 10 explores specific themes, time periods, authors and/or areas of the world through literature and a variety of media texts. Literature such as world, feminist, Canadian or First People's may be explored through poetry, short stories, novels, drama, graphic novels and children's literature.

#### **New Media & Composition 10 MNMD10—B/MCMPS10—B**

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New Media and Composition 10 focuses on various formats and types of media. The course may include topics like journalism, storyboarding (film), writing process (scripting, recording, and editing podcasts), and visual literacy (graphic novels and long-form visual techniques/composition). Students will explore their roles and responsibilities as digital citizens.

## **Spoken Language & Composition 10 MSPLG10—B/MCMPS10—B**

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Spoken Language and Composition 10 supports students as they develop their spoken communication through processes of questioning, exploring, and sampling. The course introduces students to varied structures, forms, and styles of oral compositions and provides opportunities to individually and collaboratively study, draft, and use language to create original pieces. This course may also include performance, storytelling, and public speaking.

## **Grade 11 English Language Arts Courses**

Grade 11 students choose from courses in Composition, Creative Writing, Literary Studies, New Media, and Spoken Language. These lead into the core English First Peoples 12 course, as well as into grade 12 versions of each of the electives. Students may take more than one English 11 course.

### **Composition 11/12 MCMPS11—S/ MCMPS12—S**

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Composition 11/12 focuses on developing students' skills in written communication. Students think critically as they explore, extend and refine their writing. They work individually and collaboratively to explore, create, and revise purposeful compositions that include narrative, expository, descriptive, persuasive and reflective pieces. Possible areas of focus include nonfiction genres, writing processes, writing for audiences, and research.

### **Creative Writing 11/12 MCTWR11—S/ MCTWR12—S**

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Creative Writing 11/12 lets students flex their imaginative muscles through a wide range of writing styles. Students experiment with creativity, push boundaries beyond typical thinking, and reflect upon personal and cultural identities. Possible areas of focus include contemporary creative forms, creative nonfiction, poetry & song lyrics, and multimodal creative forms that combine visual, written, and oral texts.

### **Literary Studies 11/12 MLTST11—S/ MLTST12—S**

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Literary Studies 11/12 explores specific themes, time periods, authors, and/or areas of the world through literature and a variety of media texts. Literature such as world, feminist, Canadian or First Peoples may be explored through poetry, short stories, novels, drama, graphic novels, and children's literature. Possible areas of focus include genre-specific studies, Canadian literature, First Peoples texts, thematic studies, and specific author studies.

### **New Media 11/12 MNMD-11—S/ MNMD-12—S**

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New Media 11/12 focuses on the increasing importance of digital media and literacy in communicating and exchanging ideas. Students will explore and create digital and interactive media. This may include film studies, publishing, poetry, song lyrics, blogging, writing for the web, social media, gaming, and podcasting. Possible areas of focus include media & film studies, journalism & publishing, and digital communication.

### **Spoken Language 11/12 MSPLG11—S/ MSPLG12—S**

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Spoken Language 11/12 supports students in their development of spoken communication through questioning, exploring, and sampling. The course introduces students to varied structures, forms, and styles of oral compositions. Students individually and collaboratively study, draft, and use language to create original pieces in a variety of modes. Students perform, tell stories, and speak publicly. Possible areas of focus include performance and professional applications.

## **Grade 12 English Language Arts Courses**

Grade 12 students at Matheson take English First Peoples 12 to satisfy graduation requirements. They may also take one or more grade 12 electives in English Language Arts, choosing from Composition, Creative Writing, Literary Studies, New Media, and Spoken Language.

Grade 12 students must take the provincial Grade 12 Literacy Assessment. That assessment is connected to all subjects, not just English Language Arts.

Click here to learn more: <https://curriculum.gov.bc.ca/provincial/grade-12-literacy-assessment>.

### **English First Peoples 12 MENFP12—S**

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English First Peoples 12 is an engaging and thought-provoking chance to explore First Peoples literature in depth.

It is grounded in the First Peoples Principles of Learning and designed for all students, Indigenous and non-Indigenous. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples, including oral stories, poetry, song, performance, film, and prose. A key feature of the course is its focus on authentic First Peoples' voices.

# **Physical Health and Education Department (PHE)**

<b>Grade 10 (Required Course)</b>	<b>Grade 11 / 12 (Optional)</b>
<p><i>Must select one course (4 Credits each)</i></p> <ul style="list-style-type: none"><li>• Physical Health Educ 10 (Co-ed)</li><li>• Physical Health Educ 10 - Basketball</li><li>• Physical Health Educ 10 – Soccer</li><li>• Physical Health Educ 10 – Non-Competitive</li><li>• Physical Education 10 Leadership</li><li>• PHE Soccer10 High-Performance</li></ul>	<p><i>All courses are optional (4 credits each)</i></p> <ul style="list-style-type: none"><li>• Physical Health Educ 11/12 (Co-ed)</li><li>• Physical Health Educ 11/12 (Girls)</li><li>• Physical Health Educ 11/12 – Basketball Comp</li><li>• Physical Health Educ 11/12 – Basketball Rec</li><li>• Physical Health Educ 11/12 – Soccer</li><li>• Physical Health Educ 11/12 – Linear with Nutrition (8 credits)</li><li>• Weight Training 11 / 12</li><li>• Weight Training 11 / 12 (Girls)</li></ul>

## **Physical Health and Education 10 (Co-ed) MPHED10—S-B**

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The goal of physical education is to develop a positive attitude toward lifelong physical activity. In grade 10, students will continue to develop competencies in a variety of activities. The four major curriculum organizers are Physical Literacy, Healthy & Active Living, Social &Community Health and Mental Well-Being.

## **Physical Health and Education 10 Non-Competitive MPHED10—S--NCOMP**

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This course is the same curriculum as the above PHE 10 class, except it will be delivered in a non-competitive co-ed environment and is best suited for those students who prefer to participate at a recreational level.

## **PHE Soccer10 High-Performance MPHED10—S-APSL**

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This course is the same curriculum as the above PHE 10 class. It is a linear course with a combination of CLE 10. Application and fees are required for this course. Previous club experience is also required. Students will be contacted to confirm enrolment.

## **Physical Health and Education 11 (Co-ed) MACLV11-S**

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The PHE 11 curriculum focuses on promoting healthy attitudes and regular physical activity as important parts of each student's lifestyle. The curriculum has three major organizers: Personal and social responsibility, Movement, and Active living. Students will be exposed to many community-based activities and will participate in the Emergency Level First Aid Course.

## **Physical Health and Education 12 (Co-ed) MACLV12-S**

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The themes for this course are sports, leisure pursuits, and leadership. Community recreational activities from PHE 11 will be expanded upon. Students will also be required to perform school and/or community service in a recreational setting. Students will complete their CPR training with the Surrey Fire Department.

## **Physical Health and Education 11/12 (Girls) MACLV11-S-G/ MACLV12-S-G**

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This PHE 11/12 curriculum course is a continuation of Girls' PHE 10 in that it focuses more on non-competitive personal fitness activities rather than traditional sports played in PE classes. Though the class will still involve playing some games and sports, it will be in an all-female environment and will help girls build the skills, knowledge, and attitudes necessary to help them develop a lifestyle that will keep them healthy and fit as they move into adulthood.

**Physical Health and Education 10 – Basketball Competitive MPHED10—S-BBCOMP** [BACK TO HOME PAGE](#)

This course is the same curriculum as the above PHE 10 class. This high-intensity course is designed to help students improve their basketball skills to prepare them to play at the high school or community level in the future. In this course, students will work on skills such as shooting, passing, and one-on-one moves. Students will also learn about offensive and defensive strategies, as well as how to improve their athleticism (speed, quickness, agility and vertical). This will be a competitive environment with an emphasis on skills and fitness.

**Physical Health and Education 11,12 – Basketball Competitive MACLV11-S-BBCOMP/ MACLV12-S-BBCOMP**[BACK TO HOME PAGE](#)

This high-intensity course is designed to help students improve their basketball skills to prepare them to play at the high school or community level in the future. In this course, students will work on skills such as shooting, passing, and one-on-one moves. Students will also learn about offensive and defensive strategies, as well as how to improve their athleticism (speed, quickness, agility and vertical). This will be a competitive environment with an emphasis on skills and fitness.

**Physical Health and Education 11,12 – Basketball Recreational MACLV11-S-REC/ MACLV12-S-REC**[BACK TO HOME PAGE](#)

This course is designed to help students improve their basketball skills and fitness while having fun. In this course, students will work on skills such as shooting, passing, and one-on-one moves. This will be a recreational environment with an emphasis on team play and having fun.

**Physical Health and Education 10,11,12 Soccer MPHED10-SOC/MACLV11-SOC/MACLV12—S**[BACK TO HOME PAGE](#)

This course is designed to allow students to engage in something they are passionate about. PHE Soccer will improve student skills in fitness training, nutrition, strength, sports physiology and mental training. Students will be evaluated in areas of on-field and off-field performance. There will also be an emphasis on leadership. This is not a co-ed course. The boy's course will run in semester 1, and the girl's course will run in semester 2 to coincide with soccer seasons.

**Physical Health and Education 11,12 Linear with Nutrition MACLV11—Y—NUTR/MACLV12—Y—NUTR**[BACK TO HOME PAGE](#)

This comprehensive eight-credit full-year course combines the fundamentals of physical health education and nutrition to promote lifelong health and wellness. It will provide an in-depth understanding of how exercise and dietary food choices impact overall mental and physical health. Students will engage in a variety of physical activities, including team sports, individual fitness routines, and outdoor adventures, to develop strength, endurance, and coordination.

Alongside physical training, the course will delve into the principles of nutrition, exploring the importance of balanced diets, meal planning, and understanding food labels. Students will have the opportunity to participate in food labs and community outings to learn about being an informed consumer. At the completion of the course, students will be able to make informed dietary decisions that support a more holistic lifestyle.

Upon completion of this linear course, students will receive **TWO COURSES** credit for a PHE 11 or 12 class **AND** a FOOD 11 or 12 class.

**Course Objectives:****1. Foundations of Health: Understand Physical and Mental Health Principles**

Learn about the fundamentals of how food and exercise impact our mental and physical health. Students will participate in physical fitness: exercise physiology, fitness assessments and a variety of resistance and sports activities. Students will also learn to analyze the impact of food choices on our physical and mental health.

## 2. Physical Activity: Engagement and Participation

### **Human Performance 10,11,12 Co-ed MPHED10-HUMPERF/MACLV11-HUMPER**

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Human Performance takes an in-depth look at the potential hidden within the human body. It covers a variety of topics, from physical, mental, and emotional well-being to nutrition, sports-specific training, and resistance training. If you want to untap your hidden potential, Human Performance is the class for you.

### **Physical Education Leadership 10 MPHED10—Y-LEAD**

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#### **(Credit for PE 10 is listed on the course list under Leadership)**

The emphasis of the P.E. Leadership Program is to introduce students to a variety of leadership opportunities in P.E. classes and within the Athletic Program. **The course will run year-long, backed with Social Studies 10.** Students will apply leadership and organizational skills in activities such as tournament coordination, officiating, lunchtime intramurals, and the organization of school events. For example, students will receive training in minor officiating and will be expected to commit to a minimum of 20 hours of volunteer service outside of class time to the school's athletic program. Students will be exposed to a variety of sports and games similar to a regular P.E. 10 class and also have the opportunity to try community-based recreational activities.

This is an extremely popular course at LAM with far more demand than spaces. Students will be enrolled in this class based on teacher recommendations and interviews, and some spots will be determined through a lottery system. If you choose this course, be especially diligent about selecting alternate courses.

### **Weight Training 11,12 Co-ed YLRA-1A-S**

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Students will gain hands-on training techniques, knowledge of principles of training, safety procedures and adaptations to training and supplement use. Students will develop an individual weight training program and implement the plan to reach personal goals.

Note: See the Leadership Department for the following course descriptions

- ❖ Community Leadership 10
- ❖ PHE 10 Leadership with Social 10
- ❖ PHE 11/12 Leadership with Social12

## ***International Languages Department***

<b>Grade</b>	<b>French</b>	<b>Spanish</b>	<b>Punjabi</b>
08	French 08 (Introductory)		
09	French 09	Spanish (Introductory)	
10	French 10	Spanish 10	Punjabi 10 (Introductory)
11	French 11	Spanish 11	Punjabi 11
12	French 12	Spanish 12	Punjabi 12

It is important that students must take the Grade 10 Language that they want to pursue in Grades 11 and 12. For example, students who want to take Punjabi 11 must take Punjabi 10 first unless they are proficient in the basics. Students can take more than one language as an elective. Taking any of the THREE languages, French, Spanish, and Punjabi, meets the university prerequisites for a Language credit.

### **French 10 MFR—10—S**

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Students will continue to increase their abilities to communicate in French (listening, speaking, reading and writing) in context, achieve positive attitudes about using French and their own abilities as language learners, develop an understanding and appreciation of culture, and explore issues and interests using French as the medium of expression. This course is based on exploring the language through a variety of themes such as survival French for travel, the news, shopping, protecting the environment, and leisure activities.

### **French 11 MFR—11—S**

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Students will continue to increase their abilities to communicate in French (listening, speaking, reading and writing) in context, achieve positive attitudes about French and their own abilities as language learners, develop understanding and appreciation of culture, and explore issues and interests using French as the medium of expression. This course includes units of work based on themes such as memories from childhood, ethnic foods, advertising, and travel.

### **French 12 MFR—12—S**

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French 12 is a continuation of French 11. There will be an introduction to various literacy genres, further study of more sophisticated grammar, and polishing the student's composition style. The primary objective is to develop the highest possible degree of fluency in order to enable the student to think, write, speak and read the French language.

### **Punjabi 10 MPUN-10-S**

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This is an introductory-level Punjabi course open to Grade 10 or 11 students who have never taken a Punjabi course before and do not have any formal Punjabi language skills. This beginner's course is designed to introduce the students to Punjabi alphabets, basic grammar structures, vocabulary and oral skills. Punjabi culture is also explored with emphasis on history, festivals, religion and music. Students who intend to use Punjabi as their language requirement for graduation or university entrance must take Punjabi 11 after the completion of this course. Students may take Punjabi 10 and 11 in the same school year if the schedule allows it.

**Punjabi 11 MPUN-11--S**[BACK TO HOME PAGE](#)

This is an intermediate-level Punjabi course open to students who have successfully completed Punjabi 10 or have equivalent formal language background in Punjabi. Through a variety of communicative activities and projects, students will continue to expand their vocabulary and refine their ability to talk and write about past events, as well as express their opinions about more abstract and hypothetical ideas. It also builds skills already acquired in the language. Students will develop communication skills through listening, speaking, reading and writing. Punjabi culture is also explored with emphasis on history, festivals, religion and music. *Successful completion of Punjabi 11 provides the minimum language entrance requirement needed for university.*

**Punjabi 12 MPUN-12--S**[BACK TO HOME PAGE](#)

Punjabi 12 builds on the skills of Punjabi 11. The focus is on literature, poetry and grammar, with emphasis on novels, short stories and Punjabi Cinema. Cultural exploration is also an integral part of this course. The objective is to develop the highest possible degree of fluency in order to enable the student to think, read, write and speak the Punjabi language.

**Spanish 10 MSP—10--S**[BACK TO HOME PAGE](#)

Spanish 10 is a continuation of Spanish 9, where students will continue to learn more advanced forms of grammar, vocabulary and communication skills. Students will further develop their knowledge on how to read, write, listen and speak effectively. Engagement in cultural lessons will also be included as students will learn more about Spanish and Latin traditions.

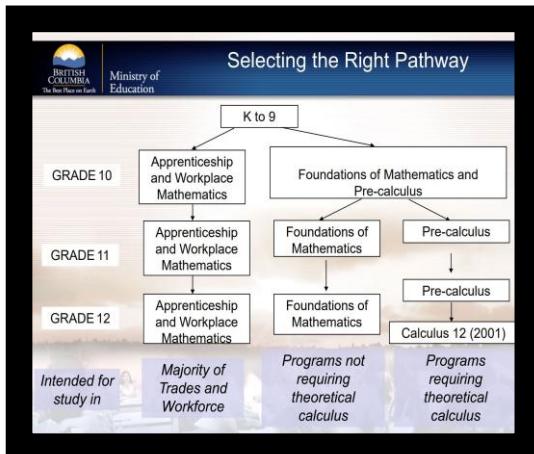
**Spanish 11 MSP—11--S**[BACK TO HOME PAGE](#)

With the culmination of Spanish 9 and 10, Spanish 11 will continue to teach students how to communicate effectively through speaking, listening, reading and writing skills. Students will learn more about Spanish and Latin traditions and become more involved in the history of oral traditions of indigenous peoples from Central and South America.

**Spanish 12 MSP—12--S**[BACK TO HOME PAGE](#)

This course is a more in-depth look at the basic concepts of Spanish grammar and introduces many of the finer points of grammar and vocabulary. Here, students' knowledge of Spanish will enhance, and they will gain confidence in their knowledge of the Spanish Language. The continuation of oral storytelling and culture lessons will thrive further as students will understand more about the traditions of various Spanish-speaking countries.

# Mathematics Department



## **Mathematics 10: Foundations and Pre-Calculus MFPM-10—S**

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This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for post-secondary studies in the fields of Mathematics, Science, Commerce, Social Sciences or Fine Arts. Topics include operations on powers, prime factorization, functions & relations, linear functions, arithmetic sequences, systems of linear equations, polynomials, trigonometric ratios, and financial literacy. This course leads to either Math 11: Foundations or Math 11: Pre-Calculus.

To be successful in this course, students will need a **strong grasp of the algebra**, graphing and calculation skills developed **in Math 9**

## **Mathematics 10: Workplace MWPM-10—S**

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This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into the majority of trades and for direct entry into the workforce. Mathematics 10: Workplace is strongly recommended for students to build their foundational math skills who may have had difficulty with concepts in Mathematics 9. Topics include working with graphs, primary trigonometric ratios, measurement & conversions, surface area & volume, central tendency, experimental probability, and financial literacy. This course leads to Math 11: Workplace.

## **Mathematics 11: Foundations MFOM-11—S**

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This course is designed to provide students with the mathematical understanding and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus, such as Social Sciences, Humanities, and Fine Arts. Topics include mathematical reasoning, angle relationships, graphical analysis: linear inequalities, quadratic functions, systems of equations, optimization, applications of statistics, scale models, and financial literacy. This course leads to Foundations of Mathematics 12.

To be successful in this course, students should be comfortable with the basic aspects of relations, functions and their graphs. Students should also have a fairly strong command of the algebra and calculation skills covered in Foundations/Pre-Calculus 10.

## **Mathematics 11: Pre-Calculus MPREC11—S**

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This course is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, such as

Mathematics, Sciences, Engineering, Medicine and Commerce. Topics include real number systems, powers with rational exponents, radicals, polynomial factoring, rational expressions & equations, quadratic functions & equations, inequalities, trigonometry, and financial literacy. This course leads to Math 12: Pre-Calculus 12. To be successful in this course, students will need fluency with prior concepts relating to functions, a thorough command of algebra and a strong understanding of how to relate graphs and equations.

### **Mathematics 11: Workplace MWPM-11—S**

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This course is designed to provide students with the mathematical understanding and critical-thinking skills required for entry into the majority of trades and for direct entry into the workforce. Topics include rate of change, probability and statistics, interpreting graphs, 3D objects, and financial literacy.

### **Mathematics 12: Pre-Calculus MPREC12—S**

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This is a next-level course to Pre-Calculus 11, designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, such as Mathematics, Sciences, Engineering, Medicine and Commerce. Topics include transformations of functions & relations, exponential & logarithmic functions, geometric sequences & series, polynomial functions & equations, rational functions, trigonometric functions, equations & identities. This course leads to Calculus 12.

To be successful in this course, students must have a thorough command of the calculation, algebra and graphing strategies covered in Pre-Calculus 11.

### **Calculus 12 MCALC12—S**

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Calculus 12 is designed for students who have a particular interest in mathematics or who have career aspirations in the fields of Engineering, Medicine, Mathematics, Science, Economics, and some Business Ed. Programs. Topics include functions and graphs, limits and continuity, differentiation, rate of change, higher order and implicit derivatives, applications of derivatives, integration, approximations, fundamental theorem of calculus, methods of integration, and applications of integrals. Students who plan on registering for a university or college Calculus course are strongly recommended to take this course.

Calculus 12 is required for some university programs.

### **Mathematics 12: Foundations MFOM-12—S**

This course is designed to provide students with the math skills required for post-secondary programs in the social sciences, humanities, & arts. Topics include investing/borrowing money, set theory, permutations/combinations, probability & polynomial/exponential/logarithmic/sinusoidal functions.

To be successful in this course, students should be comfortable with the basic aspects of relations, functions, and their graphs. Students should also have a fairly strong command of the algebra and calculation skills covered in Foundations/Pre-Calculus 10.

## Science Department

Grade	Science	
Grade 10	Grade 11	Grade 12
Science 10 (4 credits)	<i>1 or more of the following options (4 credits each):</i> Chemistry 11 Chemistry 11 Hybrid Earth Science 11 Environmental Science 11/12 Life Science 11 Physics 11 Science for Citizens 11	<i>1 or more of the following options (4 credits each):</i> Chemistry 12 Anatomy and Physiology 12 Physics 12 Forensics 11/12

### Science 10 MSC—10-S

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Science 10 focuses on the three main branches of science: Biology, Chemistry, and Physics.

- The Biology unit focuses on DNA, genetics, and inheritance.
- The Chemistry unit introduces students to acids and bases, chemical reactions, and radioactivity.
- The Physics unit examines Kinetic and Potential energy and their transformation. Each unit will prepare the student for their equivalent senior science courses.

### HYBRID LEARNING COURSES

Hybrid Learning is designed to prepare students for a world that integrates technology in both face-to-face and online settings, fostering 21st-century skills essential for post-secondary education and the workforce. Research indicates that students benefit from the flexibility of hybrid learning, which combines in-person and independent study, allowing for differentiated instruction tailored to individual needs. Students may work independently during Hybrid blocks, or meet with teachers one-on-one or in small groups both in person or online. While hybrid learning may create additional classroom space, its primary goal is to equip students with digital literacy, communication, and critical thinking skills. It also enables teachers to provide targeted support to small groups and individuals. **Successful hybrid learners are those who can work independently, manage their time effectively, and stay self-motivated.**

This year, we will be offering one Chemistry 11 Hybrid class and one CLC Hybrid class in the first semester for students. These 2 classes will run together (first 2 or last 2 blocks) to provide students with the maximum flexibility in their Hybrid blocks. Students who want to take Hybrid classes should select both of these options.

### Chemistry 11 & Chemistry 11 Hybrid MCH—11—S/MCH—11—S-HYB

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*Recommend a C+ or better in Foundations of Mathematics 10 & Recommend a C or better in Science 10.*

**Why take this course? Many post-secondary programs have Chemistry 11 as a prerequisite for many areas of study, including nursing, medicine, dentistry, engineering, pharmacy, etc.**

Topics in Chemistry 11 include:

- Significant Figures to properly do mathematical calculations
- Stoichiometry to calculate the mass, volume, and/or number of a chemical
- Atomic Theory to determine atomic configurations and draw proper molecules
- Organic Chemistry to learn atomic configurations and draw proper structures

This is a math-focused course, so expect to do a lot of calculation work in almost every class.

### **Chemistry 12 MCH—12—S** [BACK TO HOME PAGE](#)

*Recommend a B or better in Chemistry 11*

**Why take this course?** Many post-secondary programs have Chemistry 12 as a prerequisite for many areas of study, including nursing, medicine, dentistry, engineering, pharmacy, etc.

Topics in Chemistry 12 include:

- Reaction Kinetics to predict the involvement of energy and factors affecting reaction rate
- Equilibrium systems and how they can be manipulated to shift equilibria
- Solution Chemistry to predict precipitate formation
- Acids and Bases new theories and the pH of solutions
- Redox reactions and how batteries work

Chemistry 12 is a very theory-focused course, unlike Chemistry 11; therefore, practice is regularly required to master concepts and ideas truly.

### **Earth Science 11 MESC-11—S**

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*Recommend completion of Science 10*

**Why take this course?** Many post-secondary programs have Earth Science 11 as a prerequisite for many areas of study, including geology, mining, environmental engineering, meteorology, oceanography, etc.

Topics in Earth Science 11 include:

- Mineral and Rock identification and formation
- How Plate Tectonics has shaped the Earth
- Astronomy which in turn helps us understand more about the Earth
- Climate change causes and possible future implications

This is a survey course designed to introduce students to the diverse aspects of Earth and space science with real world applications. These topics will be taught within a British Columbia/ Canadian context with a focus on sustainability and will include First Nations' perspectives.

### **Environmental Science 11 / 12 MEVSC11—S/ MEVSC12—S**

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*Recommend completion of Science 10*

**Why take this course?** Many post-secondary programs have Environmental Science 11 as a prerequisite for many areas of study, including environmental consultants or planners, conservationists, foresters, ecologists, sustainable housing development, etc.

Topics in Environmental Science 11/12 include:

- Diversity of plant and animal life
- Sustainability of resources in our environment
- Ecosystems and their interconnecting relationships

This course is ideal for students who wish to put their focus on the world around them and how we interact with it and how it interacts with us.

## Life Science 11 MLFSC11—S

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*Recommend a C or better in Science 10*

**Why take this course?** Many post-secondary programs have Biology 11 as a prerequisite for many areas of study, including dentistry, medicine, nursing, veterinary medicine, kinesiology, etc. Topics in Life Sciences 11 include:

- Classification of living things
- Microbiology and Virology and its impact on living things
- Evolution of species over time
- Taxonomy of non-vertebrates to vertebrates

Life Sciences 11 provides a great overview of life, starting with single cells and ending with animals with backbones. First-year biology classes at postsecondary school are based on the concepts found in this course.

## Anatomy and Physiology 12 MATPH12—S

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*Recommend an A or better in Science 10 (If the student is in Grade 11). Recommend a B or better in Chemistry 11 (If the student is in Grade 12)*

**Why take this course?** Many post-secondary programs have Anatomy and Physiology 12 as a prerequisite for many areas of study, including dentistry, medicine, nursing, veterinary medicine, kinesiology, etc. Topics in Anatomy and Physiology 12 include:

- Biochemistry and Molecular Biology
- Cell Organelles in great detail
- DNA transcription and translation
- Most organ systems with their functions, how they work, and diseases caused when they do not function properly

This course is content-heavy and, therefore, contains lots of material to memorize for the length of the semester.

## Physics 11 MPH—11—S

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*Recommend a B or better in Foundations of Mathematics 10. Recommend a B or better in Science 10*

**Why take this course?** Many post-secondary programs have Physics 11 as a prerequisite for many areas of study, including engineering, computer sciences, geophysics, biophysics, medicine, etc.

Topics in Physics 11 include:

Kinematics in 1 and 2 dimensions	Newton's three Laws of Motion
Dynamic Forces and Energy	Wave Phenomenon

This course offers the most challenging Science 11 experience, connecting scientific theory with complex mathematics problem-solving skills.

## Physics 12 MPH—12—S

*Recommend a B or better in Physics 11*

**Why take this course?** Many post-secondary programs have Physics 11 as a prerequisite for many areas of study, including engineering, computer sciences, geophysics, biophysics, medicine, etc.

Topics in Physics 12 include:

Vectors and Relative Motion	Electrostatics and Electromagnetism
Projectile Motion and Dynamics	Circuits

This course offers the most challenging science 12 experience connecting scientific theory with complex mathematics problem-solving skills.

## **Forensics 11/12 MSPSC12—S-FORENSICS**

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*Recommend a B or better in Science 10*

**Why take this course?** Students' career paths, which may involve forensics, such as law enforcement, criminology, or forensic science, should take this course. Topics in Forensics 11/12 include:

- Fingerprint Science and connecting it to crime scenes
- DNA structure and its role in identifying crime perpetrators
- Blood spatter science and interpreting what it tells a crime scene investigator
- Entomology and its role in helping determine the time of death of victims
- Fundamentals of basic criminal law

Forensic science is the application of scientific knowledge to questions of civil and criminal law. This is a perfect course for anyone interested in the science behind solving crimes.

## **Science for Citizens 11 MSCCT-11--S**

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*Recommend completion of Science 10*

**Why take this course?** This course can satisfy any student's grade 11 science credit, particularly if they are not planning to pursue a degree in a science field.

Topics in Science for Citizens may vary depending on the teacher but may include

- Health Science and Nutrition, Forensics, Hazardous Chemicals, Aeronautics, Environmental Science
- Will vary depending on the instructor

These topics will be taught within a British Columbia/Canadian context with a focus on sustainability and will include First Nations perspectives.

## **Lab Aide 12 MSPC12—S**

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*Recommend a B or better in Science 10*

*Must have a B or better in Chemistry 11 and must meet with Mr. Marques directly to obtain permission to take this course.*

**Why take this course?** Students looking to boost their resumes with practical, real-world science experience should take this course. This course allows students to show their independence and responsibility in preparing scientific materials.

Topics in Lab Aide 12 include:

- Going through a WHMIS certification program
- Preparing chemical solutions and scientific experiments safely
- Cleaning and disposing of scientific materials safely
- Maintaining a clean working environment

This course gives you real-world experience you can take with you to a future job or post-secondary education.

## ***Social Sciences Department***

*Though they focus on various aspects of Social Science, all courses are equally rigorous and develop similar skills. All courses use the inquiry model and are assessed according to the Six Historical/Critical Thinking Benchmarks. In each grade, students can take:*

Grade 10	Grade 11/12 (2026-2027)	Grade 11/12 (2027-2028)
<p>Social Studies 10 (4 credits)</p> <p>Social Studies 10 linear with PHE Leadership (8 credits)</p>	<p><i>One or more of the following courses (4 credits each):</i></p> <ul style="list-style-type: none"><li>• 20<sup>th</sup> Century World History 12</li><li>• AP Afro-Canadian Diaspora (8 credits)</li><li>• Asian Studies 12</li><li>• BC First Peoples 12</li><li>• Economics 12</li><li>• Genocide Studies 12</li><li>• Law Studies 12</li><li>• Law Studies 12 linear with PHE Leadership 11/12 (8 credits)</li><li>• Philosophy 12</li><li>• Social Justice 12</li><li>• Psychology 11/12** <i>**Psychology cannot be used as a Social Studies 11 credit</i></li></ul>	<p><i>One or more of the following courses (4 credits each):</i></p> <ul style="list-style-type: none"><li>• Asian Studies 12</li><li>• BC First Peoples 12</li><li>• Black Studies 12</li><li>• Comparative Cultures: Ancient Egypt, Greece and Rome</li><li>• Geography 12</li><li>• Law Studies 12</li><li>• Philosophy 12 linear with PHE Leadership 11/12 (8 credits)</li><li>• Philosophy 12</li><li>• Political Studies 12</li><li>• Social Justice 12</li><li>• Psychology 11/12** <i>**Psychology cannot be used as a Social Studies 11 credit</i></li></ul>

### **Social Studies 10 MSS-10--S**

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Social Studies 10 examines the political creation of the Dominion of Canada, a nation from “sea to sea” from about 1663 through to Confederation in 1867. It also examines Canada’s economic development up to the present. Specific learning outcomes will include an analysis of the conflicts between the French and British, the European immigrants and the Aboriginal peoples in North America, and between the British and the Americans. Issues of discrimination and racism will be explored and closely examined. Answers to questions like why Canada has two official languages, why Canada’s head of state is a king or queen, and why Canada is so much like the United States but remains a separate nation will be found in the conflicts that took place two hundred years ago and more. Geographic skills and knowledge will be reinforced and expanded, and an awareness and appreciation of current event issues will be encouraged.

### **Social Studies 10 linear with PHE Leadership MSS—10—Y-LEAD**

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\*See the Leadership Department for the course description on page 39.

### **20th Century World History 12 MWH—12—S**

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*What responsibilities to leaders have to their people? Why do leaders abuse their power? How did two World Wars and countless acts of violence occur in the 20th century? How did the collapse of the British Empire and the rise of American influence impact the world?*

This course allows students to further develop their historical thinking skills using the history of the twentieth century. Major areas of study will include the rise and rule of authoritarian regimes from around the globe, global and regional conflicts and human rights movements. Students will also explore the social, cultural and political impacts of increasing globalization. Students will also learn research skills commonly used in post-secondary. This course will use the inquiry method of research and be assessed according to the historical thinking benchmarks.

#### **A P Afro-Canadian Diaspora APCS-11—Y**

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The Advanced Placement (AP) Afro-Canadian Diaspora Seminar is a university-level and student-centered course that focuses on inquiry-based learning within the *Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas and Team, Transform, and Transmit* (QUEST) framework. Various learning experiences, formative, and summative assessments will be interwoven into the course and all learners will explore different forms of mediums (i.e. books, articles, films, performances, music, etc.) to further enhance their understandings and knowledge of the experiences of Black peoples and communities across these unceded lands and territories.

Note: This is a linear course. Will be combined with another Senior Social Studies Course for 8 credits.

#### **Asian Studies 12 (1850- Present) MASIA12—S**

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*Are you interested in learning more about China, Japan, Korea, India, Vietnam and other Asian countries? How have these different cultures influenced each other? How have they been affected by countries from outside Asia and the numerous wars that took place within the region?*

This course allows students to develop their historical thinking skills further using the history of modern Asia. Major areas of study will include the impact of colonialism, imperialism and resource disparity on people in Asia, as well as the geographical features and population distribution in Asia. Students will study the impact of industrialization, globalization, economic systems, and resources on Asia and how these forces lead to migration within, between, and away from Asia. Current human rights issues such as the Hong Kong "umbrella protests" and the treatment of Uighur and Rohingya people will also be examined. This course will use the inquiry method of research and be assessed according to the historical thinking benchmarks.

#### **BC First Peoples 12 MBCFP12—S**

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No Justice on Stolen Land, We are on the Unceded, Ancestral and Traditional Territories of the Coast Salish Territories, Settler Colonialism brought forward Genocide around our world.

What do these things mean, why do they matter, and why should every student learn about them?

Indigenous Studies 11/12 serves as a great introductory course for other classes like Law, Genocide Studies, Social Justice, and more. Students will learn through Indigenous worldviews and ways of knowing. Students will explore the intersections of family, relationships, language, land and culture. We will celebrate Indigenous peoples' resilience, survival, and resurgence in the face of colonialism. We will also not be afraid to question and respond to inequities in the relationships of Indigenous people with settler colonial states the world over. We are settlers on these lands, so what are we going to do about it?

#### **Black Studies 12 MPGEO12—S**

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Black Studies 12 provides all students with the opportunity to understand and challenge oppressive systems, examine how a diversity of Black peoples affected change in so-called 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.

**\*\*Note: Black Studies cannot be used as a Social Studies 11 or 12 credit**

## **Comparative Cultures: Ancient Egypt, Greece and Rome MCMCL12—S**

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(Offered in 2027-2028)

Do you love mythology? Do you ponder about the Roman Empire? Did you know that Cleopatra lived closer to today than the building of the Great Pyramids?

This history course explores three of the most influential ancient civilizations: Greece, Rome and Egypt. Students will embark on a fascinating journey through time, delving into the political, social, economic, and cultural aspects that shaped these societies. By examining the unique characteristics of each civilization, students will gain a deeper understanding of the foundation of civilization and appreciate the contributions of that these ancient cultures made to the modern world. Throughout the course, students will engage in critical thinking, analysis and discussion, developing an understanding of the complexities and interconnectedness of these ancient civilizations.

## **ECONOMICS12 MEC-12—S**

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*Have you ever wondered how money shapes our world? How and why decisions around scarce resources are made? What about how wealth shapes power?*

Economics takes a fundamental look at one of the key forces that shape our lives: scarcity. We live in a finite world, all of us are forced to make choices about how best to allocate limited resources; this is the starting point of economic thought. We will learn about both branches of Economics: Microeconomics -- supply and demand, elasticity, monopoly, etc. and Macroeconomics -- banking, money supply, international trade. We will examine the philosophical lenses that support various economic systems and learn about the history of economic thought, including Adam Smith and J.M. Keynes.

## **Genocide 12 MGENO12—S**

With an eye towards building understandings on how to prevent further genocides but also to celebrate those who resisted and fought back during genocidal times, Genocide Studies 12 is a course with a global reach which investigates the similarities and progression found in the processes of genocide, with more in depth social studies inquiry into the strategies, stages, responses and diverse ramifications of mass atrocities. An excellent course for those interested in social studies, social sciences, political science, social justice, and criminology fields.

## **Geography 12 MHGEO12—S**

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(Offered in 2027-2028)

Geography relates human interactions with the physical world. We look at the structure of the earth, the agents which shape the earth, the destructive forces of the earth, and how these topics affect human settlement and movement. We consider “man” and his environment in regard to resource management, conservation, pollution, and other current concerns. This course will use the inquiry method of research and be assessed according to the geographical thinking benchmarks.

## **Law Studies 12: Contemporary Issues on These Lands MLST-12—S**

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*Law goes far beyond policing and becoming a lawyer.*

Are you interested in entering the legal field, criminology, political science, social work, business, or helping others? Law is a great course to take in social sciences. Can a legal system be about justice if it is not fair or equitable? Can we have justice on stolen lands? Just because something is a law, should it be followed? Law Studies will introduce you to the Canadian legal system. We will use an Indigenous Lens to explore the roots of our settler colonial system and the impacts of criminal, civil, family, and contract law on QTIBPOC populations. Topics of study may include the effects of policing on communities, the Charter of Rights and Freedoms, Substantive and Procedural Criminal Law, Punishment vs Restorative justice, and the Impact of Precedent-setting cases on Indigenous Sovereignty( Wetse; Weten, Mikmaq Fishing Rights, UNDRIP) and more. Students are expected to actively participate during class discussions, field trips, sessions with guest speakers, and courtroom simulations.

**Philosophy 12 MPHIL12—S**[BACK TO HOME PAGE](#)

Can you prove you are not in a dream or simulation right now? If so, does that change how you should live your life? We are exploring life's big questions and modern dilemmas. 'What is the meaning of life?' 'Why are we here?' 'Is it ok to lie?' 'What is the right thing to do?' 'What's better, Marvel or DC?' It is not about having all the answers; it is about asking the right questions. We are going to engage in discussions and debates that challenge your thinking. You will be showing your learning through real-world applications. Ready to dive into the world of profound ideas? Enroll in Philosophy 12, and let's explore it together.

**Law 12 linear with PHE Leadership MPHIL12—Y-LEAD**

\*See the Leadership Department for the course description on page 37.

**Political Studies MPLST12—S**[BACK TO HOME PAGE](#)

*(Offered in 2027-2028)*

Political studies will examine the power relationships between citizens, government, and other bodies in the creation of public policies. Students will learn about different beliefs about the role and function of government, as well as the election process and different electoral systems. In addition to examining the historical bases of political issues, students will also examine current issues in local, regional, or national politics in Canada. This course will use the inquiry method of research and be assessed according to the critical thinking benchmarks.

**Social Justice 12: Anti-Oppression in Practice MSJ—12—S**[BACK TO HOME PAGE](#)

From the medical field to business to criminology, Social Justice is a must-take course. This is a course about you and the real world we live in. As we see injustices all around us, how do we deal with these realities, how do we empower ourselves to deal with injustices in our own lives? Social Justice is the transformation of systems to ensure an intersectional practice of justice that upholds all human rights. Through principles of Anti-Oppression and Anti-Racism, you will examine social justice issues such as settler colonialism and white Supremacy, racism, cis-heteronormative violence through homo/transphobia, Patriarchal violence, Economic Justice, Indigenous sovereignty, Environmental Justice and more. The course includes anti-oppression training on how to be an Accomplice while providing you with the opportunity to look at the causes and consequences of realities such as privilege, kyriarchy, and settler colonialism, both in Canada and globally. Challenge yourself to check your own biases, critically analyze systemic power, elevate counter-narratives and take action! This is an inquiry project and research-based course. Get ready to be the change you want to see in the world.

**\*\*Psychology 11/12 YPSYC1A—S/ YPSYC2A—S**[BACK TO HOME PAGE](#)

This course is designed to give students an introduction to Psychology. A variety of topics related to human behaviour and mental processes will be explored. There will be an emphasis on the development of critical thinking skills, collaboration, and dialogue. The goal of the course is for students to determine how psychological and social issues affect children, youth, and adults. With an understanding of these issues, students can evaluate the decisions they make with greater insight. Psychology 11/12 explores different learning processes, such as artistic interpretation, inquiry questions, and verbal discourse. Critically examining human behaviour is the key objective of the course.

**\*\*Note: Psychology cannot be used as a Social Studies 11 or 12 credit**

## ***Leadership Department***

**Students who want to take part in leadership courses must:**

- have excellent attendance
- have excellent work habits
- be committed to work in a team environment to complete projects
- show initiative and self-motivation
- have the ability to work independently with minimal supervision
- provide two written recommendations from teachers
- students may also qualify for this course with special permission from the teacher

### **Community Leadership 10: YIPS-0B—S-COMLD**

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In Leadership 10, we look within ourselves to see how we can be more emotionally intelligent, build better character, and make Matheson our favourite place by promoting school spirit and looking for ways to help our community. For example, students will be expected to plan school events, fundraisers and dances.

This course is open to empathetic and keen students who have a vision to make our community a better place.

### **Community Leadership 11,12: YIPS-1B—S-COMLD/YIPS-2B—S-COMLD**

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**Community Leadership** is a fun and challenging program for students who want to get involved in school life at Matheson, all while earning credits. It offers opportunities to enhance leadership, communication, and organizational skills by planning and organizing school and community activities. Students will coordinate many of the events that make Matheson so special such as Back To School BBQ, Grade 8 Welcome Breakfast, Winter Festivities, various Spirit Days, and will be encouraged to create new activities. The course helps develop skills such as creativity, confidence, and effective communication, and includes practical opportunities to apply these skills. These courses will help students develop the skills and attitude needed to become the strong, upstanding leaders of the future. Students may also gain knowledge in marketing, desktop publishing, and digital communications that will benefit them in other areas of their academic studies and their lives beyond school. Ideal candidates are self-motivated, reliable, have good attendance, and are committed to making a difference. This full-year course requires substantial hours and runs outside the normal timetable. If you're looking for an exciting course to transform your high school experience, this is for you. We DARE YOU to LEAD!

### **PHE 10 Leadership with Social10 (Credit for PE 10) MPHED10—Y-LEAD**

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See the Physical Health and Education Department for course descriptions, and click [HERE](#).

This course is a full-year course, and it will be combined with Social Studies 10 (see Social Sciences section)

This course is for prospective students who are interested in starting their journey to becoming leaders in the school and the community. The course includes many activities (indoors and outdoors) and field studies that encourage team building. Students will get to explore their own leadership style and get the opportunity to lead and organize events or activities throughout the school for all types of events, including but not limited to Grade 8 Day, Terry Fox Run, Food Bank Drive, Holiday events/fundraisers/community work, Grade 7 Tours, Lunch Intramurals, hosting elementary school playdays for various sports, LAM Pep Rally and many other activities and opportunities. The students in this class will also get training to officiate and scorekeeper sports such as soccer, volleyball, basketball, hockey and badminton. Each student in this class will be expected to contribute a minimum of 20 hours to our school and you can earn them in a multitude of ways, including everything listed above in this description. This course also gives you your PHE 10 credit (see Physical Health Education section).

**Course Handbook-Final**

## **PHE 11/12 Leadership with Social 12 YIPS-1B—Y/YIPS-2B--Y**

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This course is a full-year course, and it will be attached to Law 12, Philosophy 12, or History 12 (see below for which course is offered for which year). If you plan on taking the course for only one year, then do not take the senior socials course that Leadership will be attached to the year before.

This course is for prospective students who have an interest in wanting to lead both in our school and in the community. The course includes many activities (indoors and outdoors) and field studies that encourage team building. The course will examine different leadership styles and see how those styles can be effectively applied in various situations. Students will explore the necessary components to lead effectively and learn strategies on how to implement those components when they are leading. Students will get to explore their own leadership style and get the opportunity to lead and organize events or activities throughout the school for all types of events, including but not limited to Grade 8 Day, Terry Fox Run, Food Bank Drive, Holiday events/fundraisers/community work, Grade 7 Tours, Lunch Intramurals, hosting elementary school playdays for various sports, LAM Pep Rally and many other activities and opportunities. Lastly, this course is for students who want to be challenged and who have a desire to explore themselves as learners and leaders.

Attached is the Senior Social Studies Course Timeline

2027-2028-Philosophy 12 (see description in Social Sciences section)

2028-2029-Law 12 (see description in Social Sciences section)

## ***Student Services***

### **Peer Tutoring 11/12 YIPS-1A—S/YIPS-2A—S**

The Peer Tutoring 11/12 Course is a hands-on learning program which provides students an opportunity to examine and share their knowledge and learning strategies with an emphasis on building confidence, fostering positive relationships, and promoting collaborative learning. Along with gaining a broad understanding of strategies to address the diversity of a given student population, students will be able to model successful learning behaviours and develop effective communication and interpersonal skills, such as organizational, study, and creative problem-solving skills.

Students who wish to take peer tutoring must first complete an application form (available in LST room – B131).

### **Indigenous Peer Mentoring 10-12**

Are you an Indigenous student who wants to make a positive impact in your school community? Indigenous Peer Mentoring 10-12 is a hands-on, supportive, and culturally grounded course where senior Indigenous students build leadership skills while mentoring younger Indigenous students. In this course, you'll take part in meaningful, culturally connected activities that help strengthen identity, confidence, and personal growth. You'll learn by doing—through teamwork, relationship-building, and community-focused projects that highlight the values of belonging, mastery, generosity, and self-management. As a mentor, you'll have the chance to be a role model, share your strengths, and help create a welcoming space for other Indigenous students.