Course Selection Handbook

2026-2027

Grades 8-12

Enver Creek

Secondary School

Table of Contents

Mission Statement

At Enver Creek Secondary School, we work together to provide opportunities for success as we prepare, nurture, and inspire students to be lifelong learners and responsible citizens of the community.

Important Information

This course booklet has been prepared to give students and their parents, or guardians, an introduction to the courses offered at Enver Creek Secondary School. The course descriptions are general in nature and do not outline the entire content of each course. These descriptions are, however, an excellent overview designed to provide enough information to make the most suitable choices for an enjoyable and successful journey toward high school graduation. Although every effort is made to keep the material up-to-date, some changes in course offering and Ministry requirements do occur. Students should check with their counsellor if questions arise.

At Enver Creek Secondary School, students may choose from a wide range of subjects. The large number of elective and academic choices is a direct result of the expertise of our highly qualified teaching staff. It is important to note that with the opportunity to pursue a variety of interests, comes the responsibility for students to make effective and informed choices. Effective course planning required interaction between students, parent, teacher, and counsellor. Each student should discuss short and long range goals and plans with their parents or guardian and their school counsellor.

It is extremely important that students take the time to make good choices around course selection. Both staffing and the school's timetable will be based on these selections. Because these considerations are in place before the start of the new school year, opportunities for course changes will be extremely limited in September. It is critical that students and parents take the time now to ensure that their course selections are appropriate.

Principal:	Ms. A. Tessier
Vice Principal:	Ms. J. Jenkins Mr. S. Rai
Counselling Staff:	Ms. A. Gill Ms. D. Pabla Ms. K. Janda Mr. M. Sharma

Applied Skills

Business Education

Entrepreneurship & Marketing 9

This course offers students an opportunity to explore an introductory range of interesting topics about business. Topics include: the function of business, types of business ownership, smart consumer decision making, entrepreneurship and the creation of a business plan, marketing and advertising, and business communications. This course offers an excellent introduction to ready students for more advanced business courses and to prepare students for the business world many students find themselves participating in after high school. Students will be introduced to and gain basic competency in Microsoft Office and Adobe Creative Suite software.

Home Economics

Home Economics 8

This course equips students with long-lasting life skills, and an introduction to the design process. In Food Studies, the "why" and "how" of food preparation is emphasized. Students will make recipes such as apple pie muffins, pizza, cookies and more. In Textiles, students will learn hand-sewing techniques, and will design and create their own tote bag. Students will also have a chance to analyze their clothing choices, what influences their choices, and what messages their choices send. Skills that last a lifetime.

Food Studies 9

Food Studies will take your cooking skills, and design thinking skills to the next level. Appetizing snacks to meals are all part of this course. Explore foods for breakfast, lunch, dinners and celebrations. Discover the principles of food safety, food systems and food marketing. Learn new techniques and use an assortment of tools to help you produce healthy and nutritious meals. End the semester by planning and preparing a meal for your friends.

Textiles 9

Move beyond the basics! You will get a chance to try out the sewing machines and sergers for the first time! Using the design process that fashion designers use, you will be making a hoodie and/or sweatpants on the sewing machines and sergers using sewing patterns. If time permits, knitting may be introduced!

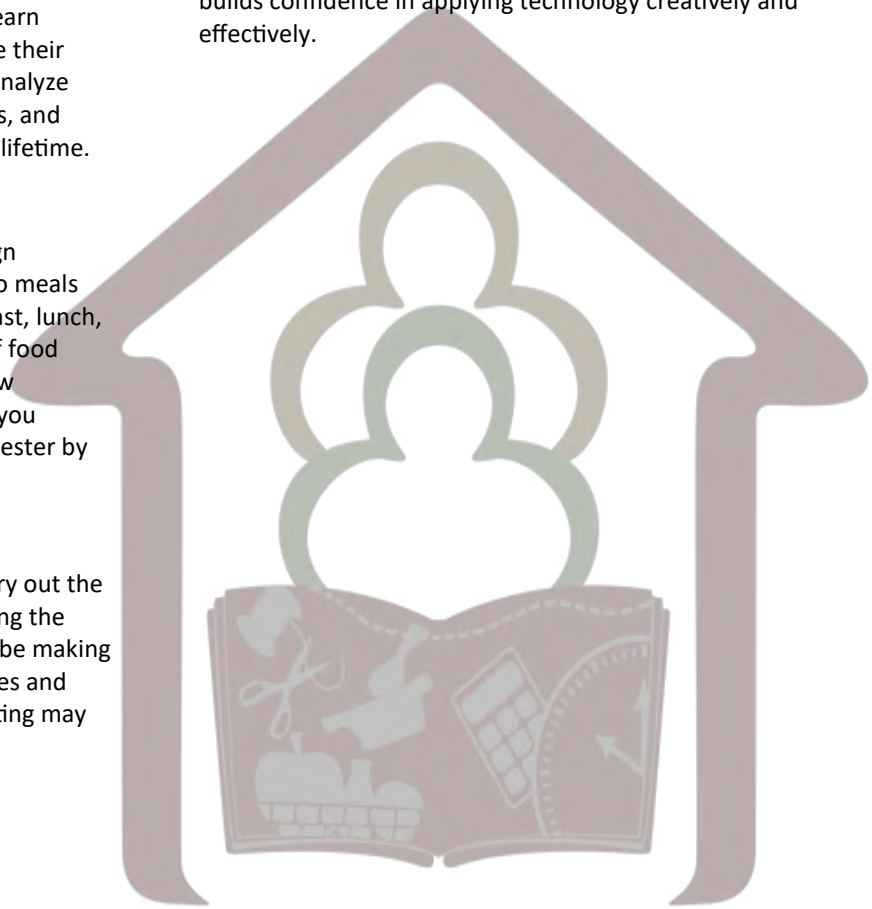
Information & Communications Technology

Digital Literacy 8

Digital Literacy 8 introduces students to essential skills for navigating today's digital world safely, responsibly, and creatively. Students explore online safety, digital citizenship, media literacy, and strategies for evaluating reliable information. The course develops core technical skills, including cloud computing, basic computer troubleshooting, file management, and productivity tools. Students also engage in creative problem-solving through introductory game design using block-based coding. Digital Literacy 8 provides a strong foundation for future technology and computer studies courses while promoting confidence and critical thinking in digital environments.

Computer Studies 9

Computer Studies 9 introduces students to the fundamentals of computer hardware and software, providing a solid understanding of how computers work and the components that make them function. Students explore the rapidly evolving field of artificial intelligence, examining its current applications and potential future impact. The course concludes with a practical media design unit, where students use industry-standard tools such as Photoshop, Illustrator, and Animate. This beginner-friendly course strengthens digital literacy and builds confidence in applying technology creatively and effectively.



Technology Education

Technology Education 8

This course is an exploration of the different areas of Industrial Technology. Students will do a series of small hands-on projects that expose them to different technologies. They will learn basic hand drawing and computer drafting skills, and will be introduced to woodwork, metal work and plastics by completing beginner level projects. Students will learn to use basic hand and power tools safely. The main aim of the course is to allow students to explore the different technical areas so they can develop the knowledge, skills and attitudes of our technological world.

Metalwork 9

This course is hands-on introduction to different metal work procedures. Students will explore different areas of metalwork, such as layout and bending of thin metals, forging, welding, machining and fabrication. The emphasis will be on the safe use of hand machine tools. Students will learn to read drawings and create student/teacher-designed projects.

Woodwork 9

This course is a hands-on introduction to woodworking processes with an emphasis on the development of practical skills, design work and problem-solving ability. Students will become familiar with the safe use of tools and machines, read and interpret plans and follow written instructions. Teacher-directed projects have been designed to encourage the development of student skills, with many aspects of design being left up to the individual.

Robotics 9

This hands-on course introduces students to key engineering concepts, including trusses, bridge design, material science, robotics, coding, microprocessors, electronics, 3D CAD, and 3D printing. It's ideal for students exploring careers in engineering and trades or those interested in a broad range of technology skills.

Power Tech 9

(No pre-requisite required) In Power Technology 9, students will explore the principles of internal and external combustion, understanding how these systems generate energy and movement. They will study hydraulics and pneumatics to grasp how fluids and gases can transfer power in various applications. Students will also learn about torque, the mechanics of power transfer, and essential engine terminology, with an introduction to alternative energy sources as potential solutions for sustainable power.

Electronics 9

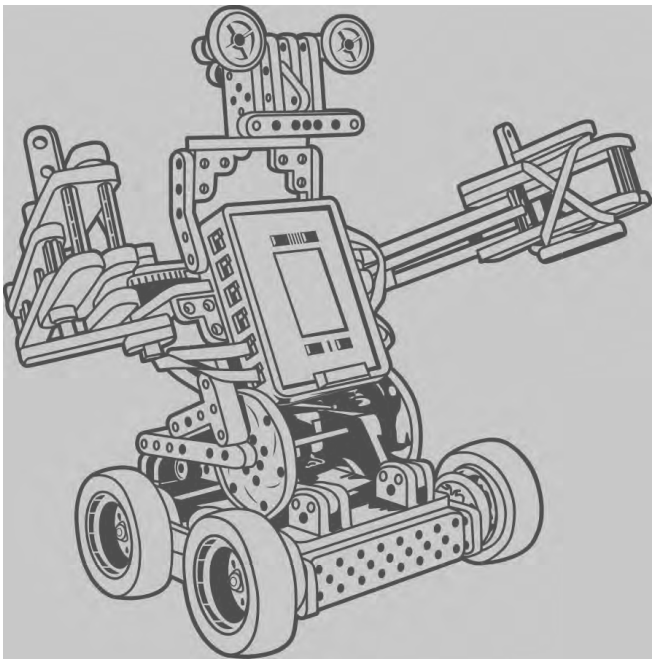
In this hands-on course, students learn safe tool and equipment use while exploring DC, AC, analog, and digital systems. Through labs and exercises, they gain an understanding of circuit design, digital logic, coding, and electronic principles. Students will work with modern microprocessors and components to design and build unique projects. This course is ideal for those interested in electrical/computer engineering, electronics, trades careers, or a wide range of technology education options.

Drafting 9

This course provides valuable lifelong skills and introduces career paths in Architecture, 3D Design, and Engineering. Students will learn both traditional board drawing and digital tools, focusing on software like AutoCAD, Inkscape, GibbsCAM, Inventor, and Revit, with an emphasis on architectural and mechanical design. They will also have opportunities to manufacture their designs using CNC, vinyl sign cutting, laser cutting, and 3D printing. Students apply these skills through a variety of teacher- and student-selected projects.

Engineering 9

This course will incorporate a variety of engineering principles using an inquiry-based hands-on approach. Students will be introduced to material science, transmission of power, environmental issues, robotics, microprocessors, electronics, drafting, CNC machining and 3D printing. This course is an excellent choice for students interested in engineering and trades careers or students who wish to sample a large variety of Technology education options.



Fine Arts

Music

In the Enver Creek Music Program, students will be provided the opportunity to rehearse and perform music in a variety of musical courses while developing leadership and teamwork skills and be given the chance to perform at different venues throughout the school year. Students will develop a thorough understanding of theory, rhythm and musicianship, and understand the role of music in society and its relationship to other art forms. All band courses require the acquisition of a band instrument.

Band 8

Band 8 is a course that is ideal for students who would like to enter the Band program. This course is catered to students who did not or were not able to join Concert Band in Grade 7. Emphasis will be on basic technique, note reading, and ear training. Evaluation will be based on progress, attitude, participation during rehearsals and performances, and on field trips. Everyone is welcome to register for this course, regardless of experience level.

Concert Band 9

Concert Band 9 is designed to further develop skills and concepts learning in Band 8. Concepts emphasized include theory, technique, tone production, and rhythm. Students will receive instruction on their instrument and will listen to and perform music in a wide variety of styles. Students will perform at various venues throughout the school year. Students who have successfully completed Band 8 are eligible to take this course.

Jazz Band 9

Jazz Band 9 is offered as an X-block which runs from 3:05 pm—4:30 pm afterschool on Tuesdays and Thursdays. The Junior Jazz 9 course undertakes the study of jazz style in a big band setting. Instruments included are saxophone, trombone, trumpet, drum set, bass, guitar and piano. Evaluation will be based on progress, participation, and attitude during rehearsals and performances. Jazz Band is a Fine Arts/Music course which runs outside of the timetable. If you are choosing it, you are still required to choose 3 additional electives and alternates. It is expected that students who choose to join Jazz Band are enrolled in Concert Band 9 and must consult with the Music Director prior to registering.

Guitar 9

This course is designed to cater to beginner to advanced guitar students. As this course is structured to move at the student's own pace, it is important that students who choose Guitar 9 are able to regulate their learning. Students will be able to borrow a guitar from the Music Program or dust off the one they have sitting at home to participate in this course. Students will have the opportunity to develops skills on Acoustic, Electric or Bass Guitars and the Ukulele.

Dance & Drama

Dance 8
This is a beginner level course which will provide students with knowledge, technique, and skill in 3 or more styles of dance (ballet, jazz, hip hop, contemporary, tap, etc.).
It includes the understanding and acquisition of technique, dance terminology, choreography, self-expression, and improvisation. No prior experience is necessary.

Dance 9
This course will provide students with knowledge, technique, and skill in 3 or more styles of dance (ballet, jazz, hip-hop, contemporary, tap, etc.). It includes the understanding and acquisition of technique, dance terminology, choreography, self-expression, and improvisation. No prior experience is necessary.

Drama 8
Drama 8 is an introductory course that will give students opportunities to think creatively, develop self-confidence, and improve their concentration and problem-solving skills. Students will explore mime, movement, speech, and scene building. Drama 8 is for everyone: both the outgoing and shy student will enjoy the benefits of this course.

Drama 9
Drama 9 is a creative Drama course that engages the students' imagination. Students will continue to focus on self -development through the use of mime, movement, speech, and scene building. Script work, staging techniques, and Theatrical styles will also be introduced. No prerequisites: everyone is welcome.

Visual Arts

Yes, you are creative! You can learn in the **Visual Art Department t**o work freely across many exciting disciplines. All creativity needs is interesting ideas and we will help you cultivate your imagination to make them come to life! What do you like to do….? Draw, paint, work 3D in ceramics, sculpture or animation? Do you want to take dynamic photographs, shoot video worth uploading? How about learning graphic design strategies and being the designer of the Enver Creek Yearbook? The **Visual Art Department** offers you so many creative choices to help you become an artist, image-maker, media savvy and technically competent in the digital world while having fun doing it.

Visual Art
Arts 8
You will explore and learn technical skills with multiple art forms including drawing, painting, ceramics, printmaking, computer graphics and more! You will learn to develop the process of thinking creatively and increase your knowledge of the world of art. This course is designed to benefit students of all levels of experience.

Arts 9
You will explore and learn technical skills with multiple art forms including drawing, painting, ceramics, printmaking, computer graphics and more! You will learn to develop the process of thinking creatively and increase your knowledge of the world of art. This course expands upon the content of Arts 8 but is also designed for first time art students to easily master new skills.

Media Arts
Digital Media Art 9
You will be introduced to the process of creating your own high-quality video projects at the introductory level such as music videos, movie trailers, and commercials. You will be taught how to operate video production equipment—cameras, desktop editing software, microphones and lights. You will also engage in film criticism and develop a critical eye as active media producers while you learn to tell your story your way. The skills developed in this course are transferable to career opportunities in the Animation Film & Television industries. This course is an excellent choice for those who wish to develop their demo reel.

SciMatics

The Mathematics curricula for grades 8 and 9 are common for all students. The goal is to adequately prepare students with the foundational math skills required for success in Grade 10 math courses and beyond.

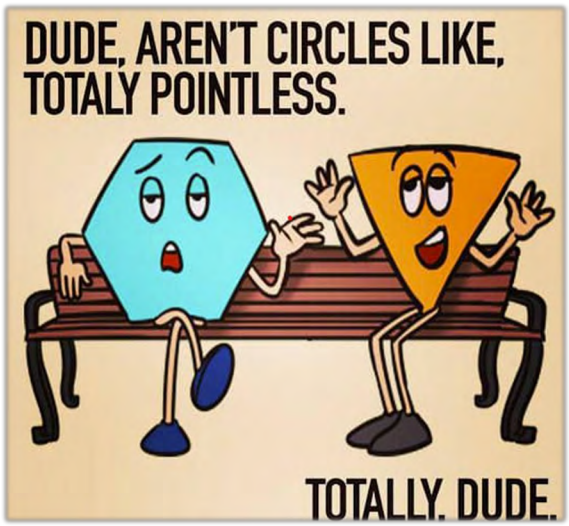
Math 8 (part of Scimatics 8)

In math the course builds a base of knowledge through the development of number sense, using patterns to describe the world, using direct and indirect measurement, and collecting, displaying, analyzing data to solve problems, and financial literacy. The core competencies (communication, thinking and personal/social competencies) along with the Big Ideas (number relationships, computational fluency, discrete linear relations, 3D object relationships and data analysis) are interwoven throughout the mathematical topics.

Mathematics 9

The goal of this course is to prepare students for further mathematical study as well as aid in deciding the correct pathway for each student when they enter grade 10. Students will develop number sense, use patterns to describe the world, use direct and indirect measurements and collect, display, analyze data to solve problems and financial literacy. The core competencies (communication, thinking and personal/social competencies) along with the Big Ideas (operations with numbers, computational fluency, continuous linear relations, proportional relationships and data analysis) are interwoven throughout the mathematical topics.

Upon successful completion of the grade 9 course students should be able to correctly identify a mathematical pathway for future grades.



Science 8 (Part of Scimatics 8)

In science the big ideas covered are: (1) Cells are a basic unit of life, (2) The kinetic molecular theory and the theory of the atom explain the behaviour of matter, (3) Energy can be transferred as both a particle and a wave, and, (4) The theory of plate tectonics is the unifying theory that explains Earth's geological processes.

The science curricular competencies mirror the scientific method; one long term project (among other investigations) is the science fair. Students develop their own unique scientific questions. They then come up with a logical hypothesis, and then design and experiment to answer their question. After collecting their data, they analyze the results and communicate their learning to their peers and to the greater school community.

Science 9

The Science 9 curriculum is divided into 4 Big Ideas. These ideas are: (1) Cells are derived from cells, (2) The electron arrangement of atoms impacts their chemical nature, (3) Electricity is the flow of electrons, and, (4) The biosphere, geosphere, hydrosphere, and atmosphere are interconnected as matter cycles and energy flows through them.

Science 9 Curricular Competencies will encourage and prepare students to:

- Demonstrate sustained intellectual curiosity about a scientific topic or problem of personal interest.
- Make observations and formulate a hypothesis aimed at identifying their own question, including increasingly abstract ones about the natural world.
- Collaboratively and personally plan lab experiments including fieldwork using appropriate investigation methods.
- Assess risks and address ethical issues around scientific experimentation.
- Use appropriate equipment, and digital technology to collect and record data.
- Experience and interpret the local environment.
- Seek and analyze patterns, trends, and connections in data and describe relationships between variables.
- Use scientific concepts to draw conclusions
- Consider social, ethical, and environmental implications of their findings.
- Contribute to care for self, others, community and the world through personal or collaborative approaches.
- Transfer and apply learning to new situations.
- Develop a sense of aboriginal perspective of learning through experimental learning and storytelling.
- Appreciate the historical discoveries that helped develop our current understanding of the four big ideas.

Modern Lanaguages

The principle goals of our language program is to develop communication skills so that students will have the desire and ability to express themselves in real-life situations. An additional goal is to promote cultural awareness and appreciation. **According to the B.C. Ministry Language Education Policy, it is mandatory to study a second language for four consecutive years (Grades 5, 6, 7, and 8).** A grade 11 language course is a prerequisite for many post secondary programs.

French 8

The focus of this course is to develop the communicative language skills of listening, speaking, reading and writing. Activities include short conversations and sharing information. Cultural elements are explored to develop a better understanding of the French-speaking world and an awareness of the benefits of learning a second language.

Punjabi 8

Prerequisite: Grade 4-7 Punjabi in Elementary
Punjabi 8 will focus on vowels review, simple sentence structure, and gradual emphasis on reading and writing. Students will develop their communication skills in speaking, reading and writing through variety of themes. Punjabi history and culture will also be explored through a variety of resources, life songs, movies, articles, magazines and video clips. Students will work on simple stories and creative works of their culture. Successful completion of this course qualifies a student to enter the grade 9 punjabi language course.

Punjabi 9 (Intro Punjabi 9)

In this course, students will learn the Punjabi alphabet, and by the end of the course, students will be reading the language. This course will have video, music, and cultural projects for an enriching experience. Punjabi 9 is for students who do not know how to read or write Punjabi. Students who do not speak Punjabi can also take this course. Anyone who has taken Punjabi in Khalsa school, Sikh Academy, India, with family or any other method should speak to a counsellor & see one of our Punjabi teachers to determine their appropriate level.

French 9

Recommended Prerequisite: French 8
Students will further develop their oral and written abilities. There will be an increased emphasis on reading and writing. Students will continue to identify similarities and difference between French cultures and their own.

Spanish 9

Prerequisite: NONE
The focus of this course is to introduce students to the communicative skills of reading, writing, listening, spoken production and spoken interaction in Spanish. Cultural elements are explored to introduce the Spanish-speaking world. This course is intended for Grade 9 students who have no background in the language.

Physical & Health Education

The aim of Physical and Health Education (PHE) is to have students develop a personalized understanding of what healthy living means to them as individuals and members of society in the 21st century. PHE is designed to develop educated citizens who have the knowledge, skills, and understandings that they need for lifelong health and mental well-being. Students will be able to recognize and change unhealthy behaviors and, at the same time, advocate for the safety, health and well-being of others.

Physical & Health Education 8

The expectations for Physical and Health Education 8 include the following:

Physical Literacy: Develop, refine, and apply fundamental movement skills and movement concepts in a variety of physical activities. Students will apply methods of monitoring and adjusting their exertion levels in physical activity.

Healthy and Active Living: Participate daily in physical activity designed to enhance and maintain health components of fitness as well as assess factors that influence our health choices.

Social and Community Health: Develop an understanding of how the health of others and the community can influence, and be influenced by, us as individuals.

Mental Well-Being: Explore various pressures and influences on mental well-being, while learning about strategies to promote mental well-being for themselves and others.

Physical & Health Education 9

The expectations for Physical and Health Education 9 include the following:

Physical Literacy: Develop, refine, and apply fundamental movement skills and movement concepts in a variety of physical activities. Students will apply methods of monitoring and adjusting their exertion levels in physical activity.

Healthy and Active Living: Participate daily in physical activity designed to enhance and maintain health components of fitness and propose choices that support lifelong health and well-being.

Social and Community Health: Propose and analyze strategies for dealing with unsafe situations, discrimination, bullying and the development of healthy relationships.

Mental Well-Being: Create and evaluate strategies for promoting and managing the mental well-being for the self and others.

Leadership

Leadership 8

Students will be nominated by their grade 7 teachers. This course, which is taught inside the regular timetable, is designed to introduce students to the idea of becoming a leader right here in our own school community. Students will study current trends in leadership as well as learn how to work together as a team to design projects. Students will be given the opportunity to learn leadership skills and develop their own abilities within the Enver Creek community. Evaluation is based on assignments, public speaking skills, group projects, personal goals as well as participation in many interactive activities. Teamwork, cooperation, and interpersonal skill development will be key to the success of any student taking this course. It will run all year long, alternating with Physical Education.

Humanities

English 8 (part of Humanities 8)

The skills and competencies associated with the English curriculum will be explored through novels, short stories, poems, films, and non-fiction media that support the geographical and historical content being studied. Students will also explore concepts surrounding social responsibility and community engagement.

- In writing, students will write in a variety of formats, employing all stages of the writing process: pre-writing, drafting, editing, proofreading, and publishing. Emphasis will be on the paragraph.
- Oral communication skills will be developed to suit the audience, purpose and context.
- Representation will consist of students creating a variety of images to assist in the developmental and expression of ideas.

Together with Social Studies 8, these two classes make up Humanities 8.

English 9

Through the integration of reading, writing, oral communication, viewing and representing, English 9 is designed to develop students' skills and appreciation of literature and language. The activities and resources are selected to appeal to a range of interests and abilities and to meet the curricular competencies connected to the "Big Ideas" of the grade 9 curriculum. In addition, the studies in English 9 will foster inquiry, curiosity, and thoughtful reflection as literature is a means of understanding self and others and what it means to be human. The opportunity to look at world views will be provided with attention to Indigenous literature and the First Peoples Principles of Learning:

- For reading, materials offered for study include short stories, novels, poetry, mythology, and non-fiction. Students will read for a verity of purposes and demonstrate understanding.
- In writing, students will write in a variety of formats, employing all stages of the writing process: pre-writing, drafting, editing, proofreading, and publishing. Emphasis will be on the paragraph.
- Oral communication skills will be developed to suit the audience, purpose and context.
- In viewing, students will identify techniques used to convey meaning in visual and mass media.
- Representation will consist of students creating a variety of images to assist in the development and expression of ideas.

Social Studies 8 (Part of Humanities 8)

The Social Studies curriculum will include skills and competencies to be active, informed citizens who can think critically, understand and explain the perspectives of others, make judgements, and communicate ideas effectively. Students will practice a variety of communication and thinking skills throughout the year:

- Students will apply a variety of concepts of historical thinking to various texts, events, and im ages.
- Students will examine various time periods with the theme and scope of World Civilizations.

Together with English 8, these two classes make up Humanities 8.

Social Studies 9

The focus of this course is "The Growth of Nations". By utilizing the inquiry model, the course will cover the history of Canada from the early 20th Century to the pre-sent. Attention will be given to the immigrant experience, First Nations, the development of the Metis Nation in how they have shaped the development of Canada and the community we live in as well as the importance of nationalism, imperialism, and revolutions (political, social and economic) in Europe and North America. Various globe, map and graph skills, the use of an atlas, and geographical knowledge of the areas studied in history will also be emphasized.

Career Education

Career Education 8

This course addresses four themes that run through the curriculum: self-awareness, goal setting, employability skills, and (digital) citizenship. Note that this course is not included in the student's daily timetable. Learning outcomes are met through the student's participation in various activities throughout the year and in conjunction with their other courses. Subject teachers will provide applicable feedback and evaluation, and students will be given a final grade in June.

Career Education 9

This course addresses four themes that run through the curriculum: career exploration, networking, volunteering, and workplace safety. Note that this course is not included in the student's daily timetable. Learning outcomes are met through the student's participation in Take Our Kids to Work Day, as well as various activities throughout the year and in conjunction with their other courses. Subject teachers will provide applicable feedback and evaluation, and students will be given a final grade in June.

Applied Skills

Business Education

Accounting 11

This course is the introduction to the world of accounting. This course is for students who want to learn how to manage their money and budgets, or are exploring the idea of an accounting career, or are interested in acquiring the accounting basics for managing a small business. In this course students will learn the fundamentals of accounting, and the creation of key accounting documents and financial statements. In Accounting 11 students will gain a great foundation of knowledge to prepare them for first year college and university accounting courses and gain competency in Microsoft Excel software.

Accounting 12

Recommended Prerequisite: Accounting 11

This course expands on the accounting concepts learned in Accounting 11 and introduces new accounting concepts such as depreciation, inventory management, partnerships, corporations, payroll, and taxation. Students will also gain further experience using Microsoft Excel software and learn how to use an industry standard software to computerize accounting methods and reporting. This course is ideal for students who are planning to pursue a career in accounting, business management, commerce, or an entrepreneurship opportunity.

Entrepreneurship & Marketing 10

Students may take Entrepreneurship & Marketing 10 with or without having taken Entrepreneurship & Marketing 9.

This course offers students an opportunity to explore an introductory range of interesting topics about business. Topics include: the function of business, types of business ownership, smart consumer decision making, entrepreneurship and the creation of a business plan, marketing and advertising, and business communications. This course offers an excellent introduction to ready students for more advanced business courses and to prepare students for the business world many students find themselves participating in after high school. Students will be introduced to, and gain basic competency in Microsoft Office and Adobe Creative Suite software.

Economics 12

Economics 12 explores the effects of economic activity on our society, the nation, and the global community. In Economics 12, students will be introduced to both microeconomic and macroeconomic concepts such as supply and demand, inflation, unemployment, and gain an understanding of the principles behind government and social policies. Students planning to undertake advanced studies in business will find this an essential course to understanding how government, labor, and business interact. This course will be of interest for students interested in expanding their understanding of Canadian society, and global economic and social trends.

Marketing and Promotion 11

This course provides an introduction to the world of marketing and advertising. Students will learn the basic marketing concepts of: consumer needs, consumer behaviour, branding, market research, market segmentation, product positioning, pricing, distribution, promotion, and advertising. This course is of interest to students considering a career in marketing, advertising, communications, sales, or business, and is also of interest to students who are interested in exploring how businesses attempt to influence their purchasing decisions. Students will learn how to use Adobe Creative Suite software such as Illustrator and Photoshop to create logos, promotions, and product packaging.

Information & Communications Technology

Computer Studies 10

Computer Studies 10 builds on the knowledge gained in Computer Studies 9, advancing students' understanding of hardware, software, and digital systems. Students learn web development fundamentals by designing and coding HTML-based websites and explore foundational concepts in computer programming and computer science. The course emphasizes problem-solving, logic, and creative thinking while developing practical digital skills. Computer Studies 10 provides a strong foundation for students interested in programming, digital design, or pursuing further studies in computer science and technology-related fields.

Computer Programming 11

Computer Programming 11 introduces students to the fundamentals of coding using the Python programming language. Students learn to identify design opportunities, interpret specifications, break down complex problems, and understand program structure. The course emphasizes modifying and improving code, using effective programming strategies, development tools, pre-built libraries, and test cases to ensure functionality. Students strengthen their computational thinking skills through hands-on coding challenges. This beginner-friendly course is ideal for students with little or no prior programming experience who want to explore computer programming.

Computer Programming 12

Computer Programming 12 builds on the skills developed in Computer Programming 11, challenging students to advance their coding abilities. The course primarily uses Java, though the class may choose an alternative language based on interest. Students explore advanced programming structures, algorithms, documentation practices, user interface design, collaboration tools, and effective debugging and error handling. Learning is project-based and independent, emphasizing real-world problem-solving and peer collaboration. Prior coding experience is strongly recommended for students seeking to deepen their programming and computer science skills.

Home Economics

Textiles 10

If you like to make things to use or wear then this course is for you. This course includes the design and creation of various sewing and design projects. Whether you are a beginner or experienced sewer, develop your sewing skills while making a garment that is uniquely yours. If this is your second level of Textiles you will have the opportunity to choose your own project that expands on your skillset. Finish this course with skills that will last you a lifetime!

Textiles 11

Create! Personalize! Gain knowledge and develop your design thinking skills as you construct unique projects and garments. Whether you have used a sewing machine or not, but have an interest in learning, this course is for you. Learn how the design process is used to create one-of-a-kind items. Bring out the creativity in you!

Textiles 12

Take your knowledge and skills to the next level. It doesn't matter if you are a beginner or experienced textiles student, this course will have something for you. Express your creativity by using the elements and principles of design and applying this knowledge using an assortment of fabrics and techniques. Create unique items from fashion to home décor to crafts. Build a portfolio of personal achievements that showcases your knowledge and demonstrates your design and sewing skills.

Textiles Arts and Design 11

Have you ever wanted to learn how to crochet, knit or felt? Come discover the world of fibre, textiles, art and design in this non-sewing course. We will explore the properties of different types of materials used for dyeing, felting, crocheting, knitting and surface design and you will have the opportunity to demonstrate your own learning in a design project of your choice. No previous experience of crafting necessary but be prepared to become "hooked" on the meditative nature of handicrafts in this exciting new course!

Foods Studies 10

This course will help you develop your design thinking skills while exploring the basics of food preparation, with recipes ranging from desserts to snacks to meals. Through demonstrations and labs, you will experiment with the role of ingredients as you become an accomplished cook. Explore how food is produced and ends up on our tables, and how food marketing impacts your choices. This "hands on" course will encourage you to taste and prepare a variety of dishes and bring out the chef in you!

Foods Studies 11

This course goes beyond the basics to develop your cooking and design thinking skills! Become an expert at baking, meal preparation, healthy eating and more. Creativity is emphasized as you use an assortment of cooking technology. You will expand your food literacy as you research issues associated with food production and consumption, and by making your own pasta, sauces, breads, cakes, pizza and more! This "hands on" course will bring out the international chef in you!

Foods Studies 12

Bring out the design-minded chef in you while you explore international foods and flavours. Students have some choice in what we make - try something new or develop your skills making the classics.

Discover your creative talents! Study the food concerns and practices of our modern society. Experience "multi-product" labs where different dishes are prepared and enjoyed. Challenge yourself! This is a course you'll definitely enjoy and find useful.

Pastry Arts & Baking 11

Recommended for students who have completed Foods Studies 9 and/or 10 but these are not pre-requisites for this course and can work independently.

In this advanced level course, you will learn how the design process is applied to baking by creating such items as international cookies, quick breads, yeast breads as well as cakes and if time allows, confectionaries. We often pick items that are of interest to the class. This course will provide you with the opportunities to learn baking skills or develop the ones you already have.

Pastry Arts & Baking 12

Recommended for students who have completed Foods Studies 9 and/or 10 but these are not pre-requisites for this course.

In this advanced level course, topics include the design process, cookies, cakes, pastry, breads, cheesecake, macarons, cream puffs, cake decorating with buttercream and fondant, and we often pick a few that are of interest to the class. We bake both sweet and savoury products. End the course by designing a pop-up bakery with your group and put your new skills to the test – experience what it is like to a professional baker. If you love to bake, then this class is for you!

Child Development and Caregiving 12

Examine the life of a child, from conception to adolescence. This course explores development, relationships, and communication. Learn about individual and family life, and how it changes over time. Your learning is enhanced by completing interesting and relevant projects and assignments, while participating in a variety of activities, which may include the baby simulators. If you are open to participating in lively discussions that examine family life, then this course is for you!

Culinary Arts 10 A/B

Culinary Arts 10A is intended as an introductory course for students interested in the preparation of all types of food for 10 to 250 people. This includes soup stocks, soups, sauces, roasting, frying, vegetable preparation, sandwiches, salads and desserts. Students are exposed to a large commercial kitchen and will learn to use all types of equipment. An understanding of safe food handling practices is teamed with safety and accident prevention procedures. Reference to and the use of the text *"On Cooking",* the *"On Cooking Study Guide*" and the accompanying *"On Cooking CD-ROM Recipes"* will supplement the theory in this course.
Participation may be required for "in-school" and some "after school hours" catering. Punctuality and regular attendance is critical in the valuable and exciting experiences of working with and tasting a variety of food products and prepared dishes.

Culinary Arts 10B is a continuation of Culinary Arts 10A and may be taken concurrently with Culinary Arts 10A at the discretion of the chef instructor.

Culinary Arts 11 A/B

Culinary Arts 11A and 11B builds on what was learned in Culinary Arts 10A & B.

Culinary Arts 12 A/B

Prerequisite course: Culinary Arts 11A (preferably in conjunction with Culinary Arts 11B in Grade 11).

Culinary Arts 12A is an introduction to commercial cooking. Students will receive instruction in preparation of stocks, soups, sauces, and desserts. Roasting, deep-frying, vegetable preparation, bread making, salad and sandwich preparation are also included. Short order cooking, beverage and counter service is an integral part of this course. Reference and use of the text *"On Cooking",* the *"On Cooking Study Guide*", and the accompanying *"On Cooking CD-ROM Recipes"* will supplement the theory of this course. Students will develop personal, vocational, and leadership skills while working in teams and learning to get along with others. Safe food handling practices, safety and accident prevention, elements of kitchen management, as well as operation and maintenance of kitchen equipment round out this program. This course is designed with greater in-depth training in all aspects of cooking while emphasizing nutrition and balanced meals for 10 – 250 people. Participation in both "in school" and some "after-school" catering may be required. Students taking this course must be prepared to demonstrate a good work ethic that includes being punctual and attending regularly. This course offers the wonderful experience of working with and tasting a wide variety of food products and prepared recipes.

Culinary Arts 12B is a continuation of Culinary Arts 12A and may be taken concurrently with Culinary Arts 12A at the discretion of the chef instructor.

Technology Education

Drafting 10
This course provides valuable lifelong skills and introduces career paths in Architecture, 3D Design, and Engineering. Students will learn both traditional board drawing and digital tools, focusing on software like AutoCAD, Inkscape, GibbsCAM, Inventor, and Revit, with an emphasis on architectural and mechanical design. They will also have opportunities to manufacture their designs using CNC, vinyl sign cutting, laser cutting, and 3D printing. Students apply these skills through a variety of teacher- and student-selected projects.

Drafting 11
This course provides valuable lifelong skills and introduces career paths in Architecture, 3D Design, and Engineering. Students will learn both traditional board drawing and digital tools, focusing on software like AutoCAD, Inkscape, GibbsCAM, Inventor, and Revit, with an emphasis on architectural and mechanical design. They will also have opportunities to manufacture their designs using CNC, vinyl sign cutting, laser cutting, and 3D printing. Students apply these skills through a variety of teacher- and student-selected projects.

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Engineering 10
This course incorporates key engineering fields—Materials, Mechanical, Electrical, and Computer Engineering—through hands-on projects. First-time students will explore material science, motion systems, environmental issues, robotics, microprocessors, electronics, drafting, CNC machining, and 3D printing by designing and building a custom robot to take home. Returning students can pursue a personalized passion project, focusing on research, design, and building. Ideal for those considering careers in engineering or trades, this course offers a broad foundation in technology education. No prior experience is required—just a passion for building, design, and problem-solving.

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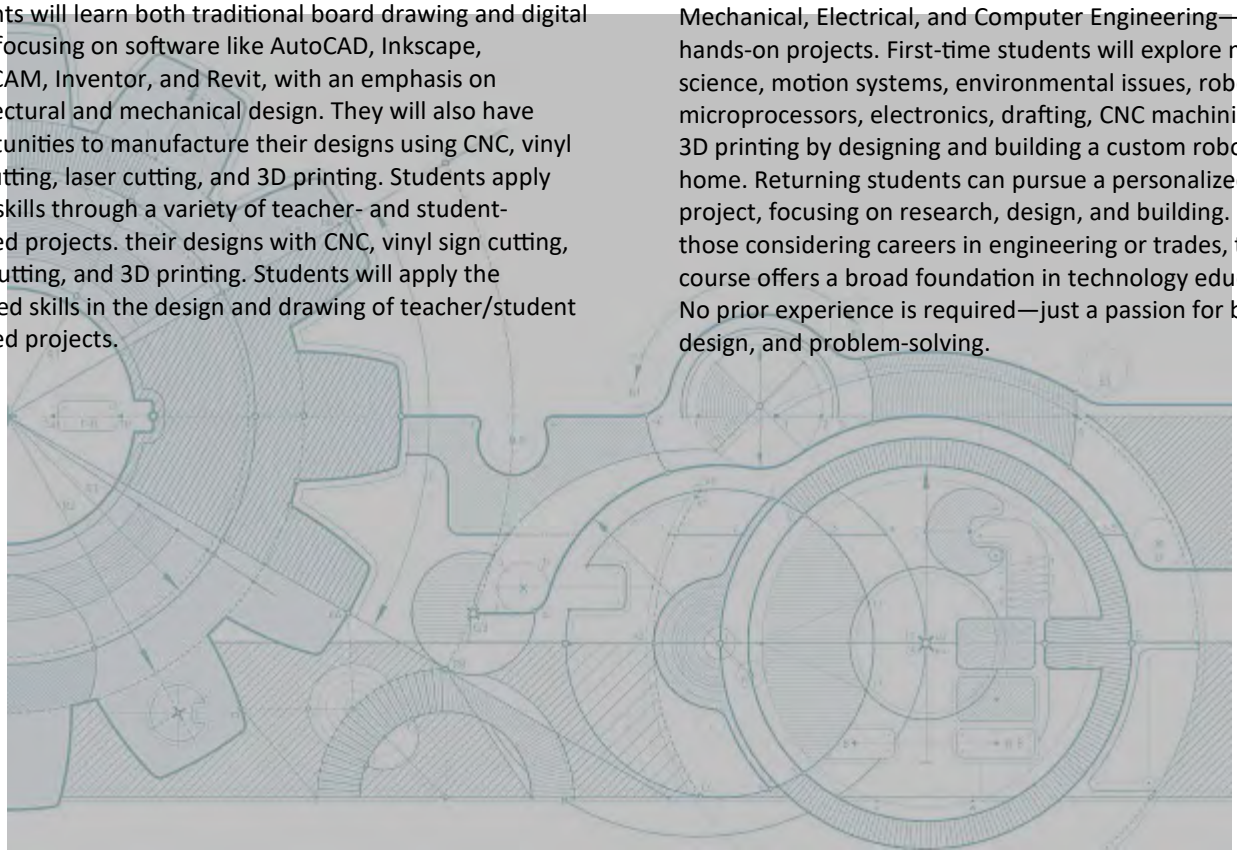

Power Technology 10

(No pre-requisite required) In Power Technology 10, students will explore the principles of internal and external combustion, understanding how these systems generate energy and movement. They will study hydraulics and pneumatics to grasp how fluids and gases can transfer power in various applications. Students will also learn about torque, the mechanics of power transfer, and essential engine terminology, with an introduction to alternative energy sources as potential solutions for sustainable power.

Metalwork 10

(No pre-requisite required) In Metalwork 10, students will learn to identify and evaluate design opportunities within metalworking projects, selecting metals based on their unique properties for different applications. They will gain hands-on experience with various welding methods, develop skills in precision grinding, and apply accurate measurements in both practical tasks and project planning. This course emphasizes the safe use of hand and power tools. Students will apply their understanding of measurement, cutting and joining metal to complete this project-based course.

Metalwork 11

(No pre-requisite required) In Metalwork 11, students will advance their expertise in welding and cutting techniques, explore heat treatment processes, and gain precision machining experience using the lathe. They will also work with sheet metal bending, enhancing their ability to accurately shape and manipulate metals. Emphasis is placed on refining practical skills and understanding metal properties under different processes to prepare for more complex projects.

Metalwork 12

(No pre-requisite required) In Metalwork 12, students will learn advanced metalworking techniques, including casting aluminum to create custom designs and mastering sheet metal forming and layout. They will also learn surface finishing processes to enhance the aesthetic and functional qualities of their projects and apply dimensional tolerances with precision using the lathe and micrometer. This course emphasizes precision craftsmanship and advanced tool use, preparing students for specialized work in metal design and manufacturing.

Art Metal and Jewelry 10/11/12

(No pre-requisite required) In Art Metal and Jewelry 10/11/12, students will explore creative techniques in metalworking and jewelry design, including stained glass cutting and shaping for decorative pieces. They will learn to make rings from both precious and non-precious metals, incorporating stone inlays for unique, personalized designs. Skills in brazing and soldering will be developed, enabling students to join and finish metal components with precision. This course encourages artistic expression through hands-on projects, blending craftsmanship with design.

Machining and Welding 12

(No pre-requisite required) The main objective of this course is to offer a combination of knowledge and hands-on skills that will build on previous experience in metalwork. The areas of focus will include a blending of safety, advanced and precision measurement using metric and imperial micrometers, theory, tools and equipment. The students will utilize the design process to make working drawings that will become practical realities. Students will learn various types of welding that may include oxy-fuel welding, soldering, brazing, shielded metal arc
welding (arc) gas metal arc welding (mig), and gas tungsten arc welding (tig). Gas welding will include equipment, welding rods, fluxes, equipment preparation and adjustment, joints, forehand, backhand, weld pool, brazing and braze welding, gas welding safety precautions. Both shielded metal arc and gas metal arc welding equipment and accessories, symbols, preparation of material, safety precautions, and finishing techniques will be explored.

Electronics Technology

The main objective of the Electronics courses is to offer a combination of knowledge and hands-on skills that will prove valuable over a lifetime. In addition, the courses will open doors to a wide variety of career options which are available to both males and females through post-secondary education. The areas of focus will include a blending of safety, use and care of tools and equipment, circuit theory as it applies to DC, AC analog and digital circuits or systems. Emphasis will be placed on the application of theory to design (where applicable), assemble, test, and if necessary trouble-shoot various teacher/student-selected labs or projects.

Robotics 10/11/12

This course prepares students for careers in Engineering (Civil, Mechanical, Electrical, Computer) and Computer Science through hands-on robot building. Working in teams, students design, build, and program robots for the Surrey Robotics League, gaining skills in microprocessors, electronics, power transmission, motorized systems, structural mechanics, drafting, materials science, and programming. No prior experience is required—just a passion for building, design, and problem-solving.

Electronics 10

In this hands-on course, students learn safe tool and equipment use while exploring DC, AC, analog, and digital systems. Through labs and exercises, they gain an understanding of circuit design, digital logic, coding, and electronic principles. Students will work with modern microprocessors and components to design and build unique projects. Returning students can pursue a personalized passion project, focusing on research, design, and building. This course is ideal for those interested in electrical/computer engineering, electronics, trades careers, or a wide range of technology education options. No prior experience is required—just a passion for building, design, and problem-solving.

Electronics 11

In this hands-on course, students learn safe tool and equipment use while exploring DC, AC, analog, and digital systems. Through labs and exercises, they gain an understanding of circuit design, digital logic, coding, and electronic principles. Students will work with modern microprocessors and components to design and build unique projects. Returning students can pursue a personalized passion project, focusing on research, design, and building. This course is ideal for those interested in electrical/computer engineering, electronics, trades careers, or a wide range of technology education options. No prior experience is required—just a passion for building, design, and problem-solving.

Electronics *12*

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Woodwork 10

This course is a hands-on introduction to woodworking processes with an emphasis on the development of practical skills, design work and problem-solving ability. Students will become familiar with the safe use of tools and machines, read and interpret plans and follow written instructions. Teacher-directed projects have been designed to encourage the development of student skills, with many aspects of design being left up to the individual.

Woodwork 11

The main objective of this course is to offer a combination of knowledge and hands-on skills that will prove valuable over a lifetime, as well as open doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of wood related products. Students will apply the acquired skills in the design and construction of teacher/student selected projects.

Woodwork 12

Recommended Prerequisite: Woodwork 11

The main objective of this course is to offer an advanced combination of knowledge and hands-on skills that will build on previous experience in woodwork. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of wood related products. Students will apply the acquired skills in the design and construction of teacher/student selected projects.

Furniture and Cabinetry 12

Recommended Prerequisite: Woodwork 11

After identifying a variety of wood species and their common applications, students will learn basic furniture construction techniques. Historical and modern furniture styles as well as ergonomics will be utilized in furniture design. With an effective project work plan, students will construct a piece of furniture using the acquired skill of machining, joining, and finishing. Students will also be expected to identify and use an appropriate selection of hardware, fasteners, and adhesives in the assembly of the project. ‘

This course combines the areas of furniture construction and cabinetmaking with the addition of engineered wood products and composite materials along with solid wood. Students will use specific construction techniques including drawer construction and rail and stile doors in the manufacturing of a variety of cabinets.

Woodcraft 11/12

This is an artistic course that uses basic woodworking skills in specific hand and machine tools to explore differing avenues of woodcraft. Some areas that may be covered include: free form, relief, Native carving, wood sculpting, wood burning, inlay, and intarsia. Students are eligible to receive Fine Art and Applied Skills credit for this course.

English

English First Peoples Literary Studies & Writing 10

EFP Literary Studies & Writing 10 is designed for students interested in exploring First Peoples' literature in a variety of contexts, genres, and media. Students will explore personal and cultural identities, histories, stories, and connections to land. This course provides students with opportunities to develop their writing skills and create coherent, and engaging compositions for a variety of purposes and contexts.

English 11

A variety of courses are now available that require students to develop the skills of reading, writing, oral communication, viewing and representing. Students will select one or more of the following courses to pursue their study of English at the grade 11 level. Successful completion of **one** of these courses is required for graduation. Any additional courses will be counted as an elective.

Composition 11

Composition 11 is an option designed to support students as they refine, clarify, and adjust their written communication through practice and revision.

Focus on:

- studying, creating, and writing original and authentic pieces for a range of purposes and real-world audiences
- expanding competencies through processes of drafting, reflecting, and revising
- building a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations
- using oral, written, visual, digital, and multimodal texts

First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Creative Writing 11

Creative Writing 11 is an option designed for students who are interested in developing confidence and refining their skills through self-expression for various creative purposes.

Focus on:

- exploring personal and cultural identities, memories, and stories in a wide range of genres
- using writing and design processes
- using oral, written, visual, digital and multimodal texts

First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Possible focus areas include:

- writers' practice
- narrative, expository, descriptive, persuasive, and opinion pieces: thesis development, structure, transitions, hooks and leads, persuasion, argumentation
- study of a wide range of sample works
- planning, drafting, and editing processes
- writing for specific professional audiences and academic disciplines
- citation of sources, considering the credibility of evidence, and evaluating the quality and reliability of the source

EFP: Literary Studies & Writing 11

EFP Literary Studies & Writing 11 is designed for students interested in studying First Peoples' literature and using writing for self-expression and communication in a variety of contexts. This course will focus on First Peoples' literature through oral and written texts to explore various themes such as personal and cultural identities, histories, stories, and connections to land. Students will think critically and creatively as they explore, extend, and strengthen their writing for a variety of purposes and audiences.

Focused Literary Studies 11

Focused Literary Studies 11 is an option which allows students to delve deeply into literature.

Focus on:

- exploring specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media
- increasing literacy skills through close reading of appropriately challenging texts
- expanding development as educated global citizens
- broadening understanding of themselves and the world
- developing higher-level thinking and learning skills
- using oral, written, visual, digital, and multimodal texts
- First Peoples texts, worldviews, and Principles of Learning are embedded throughout.
- professional applications – suggested content/ topics include speech writing/ presenting, proposals,
- interviewing, event facilitation, radio/ podcasts/ video posts (information items), voice-over

New Media 11

All grade 11 English courses will focus on the big idea that the exploration of text and story deepens our understanding of complex ideas about identity, others, and the world. Students will have the opportunity to explore oral, written, visual and digital texts. New Media focuses on the increasing importance of digital media and literacy in communicating and exchanging ideas. Students will explore interactive media. This may include film studies, publishing poetry, song lyrics as well as other possibilities.

English First Peoples 12

English First Peoples 12 is grounded in the First Peoples Principles of Learning and explores First Peoples' literature through a variety of oral, visual, and written texts. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples. Students will strengthen and enhance their literacy and critical thinking skills while extending their capacity to communicate effectively in a variety of contexts. This course meets the existing English Language Arts credit as well as the new Indigenous-focused graduation requirement.

English Studies 12

English Studies 12 is a required course that builds and extends on students' previous learning experiences in ELA and EFP 10 and 11 courses. The course allows students to delve into various literary works and relate these works to themselves and to society so they can build a deeper understanding of what it means to be human. It is designed for all students and provides them with opportunities to:

- refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals
- think critically and creatively about the uses of language
- explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that shape identity
- appreciate the importance of self-representation through text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understanding of what it means to be educated Canadian and global citizens

Focused Literary Studies 12

Focused Literary Studies 12 is an optional course that allows students to delve deeply into literature through increasingly complex texts.

Focus on:

- exploring specific themes, periods, authors, or areas of the world through literary works (fiction and (non-fiction) in a variety of media
- increasing literacy skills through close reading of appropriately challenging texts
- expanding development as educated global citizens
- developing balance and broadening understanding of self and world
- refining higher-level thinking and learning skills

First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Possible focus areas include:

- genre-specific studies
- world literature
- diasporic literature
- feminist literature
- Canadian literature
- First Peoples texts
- specific author studies
- topic, theme or inquiry
- canonical literature by era

Composition 12

Composition 12 is an optional course designed to support students in the refinement and pursuit of mastery of written communication.

Focus on:

- studying, creating, and writing original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness
- developing writer's craft through processes of drafting, reflecting, and revising
- building a body of publishable work that demonstrates breadth, depth, and evidence of sophisticated and specialized writing for a range of situations

Creative Writing 12

Creative Writing 12 is an optional course designed for students who are interested in creating a body of work reflective of a sophisticated breadth and depth of skill.

Focus on:

- writing and publishing for diverse specialized, real-world contexts
- exploration of personal and cultural identities, memories, and stories, in a wide range of genres
- collaborating and developing skills through writing and design processes
- refining ability to write in complex, controlled styles with effectiveness and impact

First Peoples texts, worldviews, and Principles of Learning are embedded throughout.

Possible focus areas include:

- writers' practice
- fiction and poetry
- creative non-fiction
- memoir

Psychology 12

Psychology 12 is designed to introduce students to the scientific study of mental processes and behaviour.

Students are exposed to the psychological principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students will study various components of behaviour such as *Psychological Disorders, Gender Differences, Personality, Intelligence, Stress and Coping, Relationships and Media Influence*. There will also be weekly discussions based on controversial topics that will provide students with an opportunity to develop critical thinking skills.

Fine Arts

Music

In the following courses students will perform music of various styles and from various historical periods, developing technical competency and stylistic interpretation. Students will also develop a deeper understanding of theory, history and composition as it relates to the music being performed and will grow to value the role of music in society and its relationship to other art forms. All band courses require the acquisition of a band instrument.

Concert Band 10

Recommended Prerequisite: Successful completion of Concert Band 9 or Director's permission. This course may run outside of the timetable.

Concert Band 10 is designed to further develop skills and concepts learned in Concert Band 9. Concepts emphasized include theory, technique, tone production, and rhythm. Students will receive further instruction on their instrument and will listen to and perform music in a wide variety of styles. Students will perform at various venues throughout the school year. Students who enroll in Concert Band 10 must have 1 to 2 years' experience in a music course at Enver Creek, or they must have a consultation with the Music Director before registering.

Concert Band 11 & Concert Band 12

These courses are part of our most senior level wind ensemble. Course content includes advanced development of all music skills developed in previous years of band. Students in these ensembles are committed to participate in all performance endeavors. The goal of lifelong music enjoyment will be explored through participation in music festivals, competitions and trips. Students must have successfully completed Concert Band 10 (for Concert Band 11) or Concert Band 11 (for Concert Band 12), or they must have a consultation with the Music Director prior to registering.

Senior Concert Band 12/ Career Life Connections 12 Stream

This course covers the curricular content and course requirements of Career Life Connections 12 through the lens of the above performing arts discipline. Students will be required to have had 3 years of consecutive experience within the discipline of Dance, Drama or Concert Band in order to be able to enroll in this course. In addition, students who wish to enroll in this stream must get prior approval from either Ms. Kyle (dance), Ms. Takhar (Drama) or Mr. Weeratunge (Band).

Jazz Band 10, 11 and 12

Jazz Band 10-12 is offered as an X-block which runs from 3:05 pm – 4:30 pm afterschool on Tuesdays and Thursdays. These Jazz Band courses undertake the study of jazz style in a big band setting. Instruments included are saxophone, trombone, trumpet, drum set, bass, guitar and piano. Jazz Band is a Fine Arts/Music course which runs outside the timetable. If you are choosing it, you are still required to choose 2 additional electives and alternates 9 (grade 10), 4 additional electives and alternates (grade 11), or 7 additional electives and 3 alternates (grade 12). Evaluation will be based on progress, participation, and attitude during rehearsals and performances. It is expected that students who choose to join Jazz Band are enrolled in Concert Band 10, 11 or 12 and must consult with the Music Director prior to registering.

Contemporary Music 11/12

Prerequisites: Successful application to the Music Director and enrollment in Concert Band.

Students enrolled in Contemporary Music will learn how to transfer their technical and creative musical proficiencies to younger students in the Enver Music Program. Those best suited for this course are advanced music students who have demonstrated capabilities to be strong, positive leaders within their respective ensembles. You will gain knowledge about teaching strategies, rehearsal management techniques and elements of running an ensemble. There will also be opportunity to conduct and teach pieces of your choosing. Students who have successfully applied will be eligible to enroll in this course.

Guitar 10/11/12

This course is designed to cater to beginner to advanced guitar students. As this course is structured to move at the student's own pace, it is important that students who choose Guitar 11 are able to regulate their learning. Students will be able to borrow a guitar from the Music Program or dust off the one they have sitting in at home to participate in this course. Students will have the opportunity to develop skills on the Acoustic, Electric or Bass Guitars and the Ukulele.

Performing Arts

Dance, Drama & Theatre

Anyone interested in Dance 10, 11, 12 will sign up for that grade level of Dance when choosing your courses and you will be placed into the appropriate level by our Dance teacher.

Please see Ms. Kyle if you have questions.

Dance 10/11/12 Technique and Performance: Beginner

Students will learn the skills necessary to execute dance routines of a given style. A minimum of 3 genres (jazz, hip hop, contemporary, tap, etc.) will be studied along with dance exercises and warm-up. Students will also learn how to use the elements of choreography for the purpose of developing their own routines. No prior experience necessary.

Dance 10/11/12 Technique and Performance: Intermediate

Recommended Prerequisite: Beginner Dance or a previous Intermediate Dance class

Students will learn the skills necessary to execute dance routines of a given style. A minimum of 3 genres (jazz, hip hop, contemporary, tap, etc.) will be studied along with dance exercises and warm-up. Students will also learn how to use the elements of choreography for the purpose of developing their own routines.

Dance 12 Advanced/ Career Life Connections 12 Stream

This course covers the curricular content and course requirements of Career Life Connections 12 through the lens of the above performing arts discipline. Students will be required to have had 3 years of consecutive experience within the discipline of Dance, Drama or Concert Band in order to be able to enroll in this course. In addition, students who wish to enroll in this stream must get prior approval from either Ms. Kyle (dance), Ms. Takhar (Drama) or Mr. Weeratunge (Band).

Dance 10/11/12 Technique and Performance: Advanced

Recommended Prerequisite: Permission of the instructor

Dancers who are permitted to enroll in the Advanced level must have instructor permission. Students will learn the skills and attitudes necessary to work within a performance group. A minimum of 3 genres (jazz, hip hop, contemporary, tap, etc.) will be studied along with dance exercises and warm-up. Using the elements of choreography and elements of movement, students will have the opportunity to explore, create, refine, and produce dance routines that they will then perform for an audience.

Dance Choreography 11/12

Dance peer tutors and those permitted to enroll in Dance Choreography 11/12 are advanced dance students who have the capabilities to be strong, positive leaders within the Enver dance community. You will be playing 3 roles- student, teacher and choreographer. You will learn teaching strategies, class management techniques, and elements of large group choreography. You will be responsible for leading warm-up once a week and creating large group choreography and combos for the class. Over the course of the semester, you will learn devices used in choreography and will experiment in ways to find inspiration for creating dances.

Dance Company 10-12

Dance Company 10-12 is a creative and leadership based course. It runs in correspondence with our after school dance team programs, and is an option for students who wish to take on leadership roles and/or who wish to contribute to their dance team/club in a significant way outside of their regular rehearsal time. These roles may include being a team choreographer, running warm ups and rehearsals, cleaning and blocking, costume design, team gear design and ordering, volunteering at various dance events, organizing team bonding activities, poster and other media design, etc. Students that are interested should meet with Ms. Kyle to discuss their availability during or prior to course selection.

The focus of Dance Company 10-12 is to challenge advanced level dancers to exercise their leadership skills and to go through the process of preparing ensembles for the stage. Dance company leaders are to contribute to the overall creative capacity and functionality of the teams/clubs as competitive performance groups.

Prerequisite: Dances interested in Dance Company 10-12 must also be enrolled in a regular dance class (Dance Technique & Performance, Student Choreography).

Drama 10

Drama 10 is a continuation of Drama 9, with more emphasis on critical thinking and analysis of dramatic situations. Students will continue to complete a variety of scene projects that focus on using speech, movement, and expression to communicate their ideas to an audience. The first-time Drama student should not be scared away; there is a place for everyone in this high-energy course.

Theatre Production 11 (Acting*)*

Calling all actors! TP 11: Acting is a course in just that - performance and acting. Students will continue to develop their skills in improvisation, vocal expression, movement, and character development, with a focus on both original and scripted scenes. This course will expose students to a variety of genres and performance styles.

Theatre Production 12 (Acting)

Recommended Prerequisite: Theatre Performance 11 (Acting)

Encore! Encore! This course is a continuation of the previous level. Students will be introduced to increasingly more difficult work. Advanced concepts such as aesthetics of the performance, critical analysis of script and character, objective and motivation, and theatre styles will be introduced to the performance. A final exploration of careers in theatre or related areas will be completed as a final preparation for graduation.

Theatre Performance 11 (Directing & Script Development)

Recommended Prerequisite: Drama 10 or permission of the theatre director

Directing and Script Development gives students an opportunity to explore blocking, script analysis, character development, vocal and physical expression from a director's perspective. Students will be engaged in script development with a focus on concept, theme, character, and script publication. This course will be very rewarding for the self-directed and self-disciplined student.

Theatre Performance 12 (Directing & Script Development)

Recommended Prerequisite: Theatre Performance 11 (*Directing and Script Development)*

Throughout Directing and Script Development 12 greater focus will be placed on leadership and group dynamics within a theatre group. Students will be given increasingly more advanced work with a strong focus on script analysis, blocking and imagery. The Directing and Script Development student will be engaged in creating original scenes and developing an original one-act play.

Theatre Performance 12/ Career Life Connections 12 Stream

This course covers the curricular content and course requirements of Career Life Connections 12 through the lens of the above performing arts discipline. Students will be required to have had 3 years of consecutive experience within the discipline of Dance, Drama or Concert Band in order to be able to enroll in this course. In addition, students who wish to enroll in this stream must get prior approval from either Ms. Kyle (dance), Ms. Takhar (Drama) or Mr. Weeratunge (Band).

Theatre Company 10-12 (X Block – outside timetable)

Theatre Company is a course for credit that takes place outside the regular timetable. Students will learn how to work in an ensemble to create a major production for performance. Actors/actresses will interpret and communicate script. Technical Crew will organize and operate everything that takes place backstage: lighting, sound, stage management, crew, etc. Admission is by audition or application only -please see Ms. Takhar for information on this course

Visual Arts

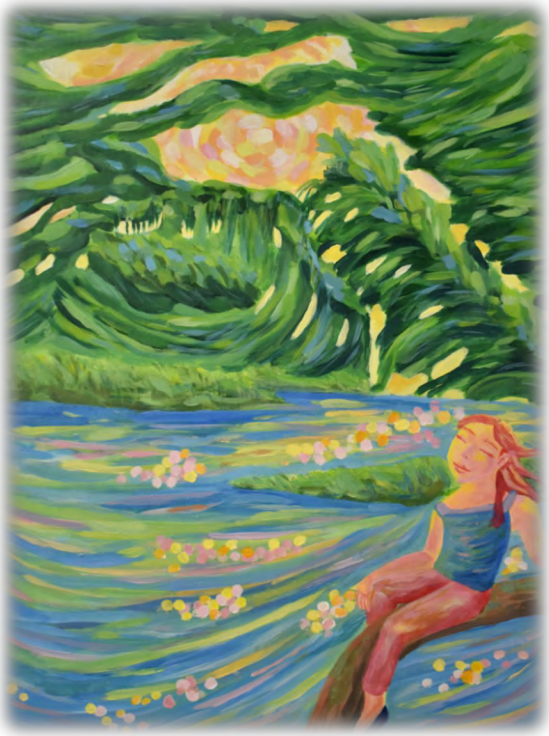
Visual Art Department:

Yes, you are creative! You can learn in the **Visual Art Department** to work freely across many exciting disciplines. All creativity needs are interesting ideas and we will help you cultivate your imagination to make them come to life! What do you like to do…? Draw, paint, work 3D in ceramics, sculpture or animation? Do you want to take dynamic photographs, shoot video worth uploading? How about learning graphic design strategies and being the designer of the Enver Creek Yearbook? The **Visual Art Department** offers you so many creative choices to help you become an artist, image-maker, media savvy and technically competent in the digital world while having fun doing it.

Studio Arts

Studio Arts 10

You will explore and learn technical skills with multiple art forms including drawing, painting, ceramics, printmaking and digital processes at a more advanced level than grades 8 and 9. You will learn to develop the process of thinking creatively and increase your knowledge of the world of art. This course is an excellent choice for those who wish to expand upon the content of Art 8 and Art 9 but is also designed for first time art students to easily learn new skills.



Studio Arts 11

You will explore new concepts and processes expression in areas such as: drawing, painting, sculpture, printmaking and mixed media arts. You will develop personally driven imagery and creative habits through sketchbook explorations. Studio Arts 11 is designed to benefit both first time art students and those with previous art experience.

Studio Arts 12

Recommended Prerequisite: Studio Arts 11

Studio Arts 12 is designed to benefit students who wish to continue general art studies at an advanced level. You will focus on the development of a personal approach to making art. You will explore and build a deeper understanding of artistic processes such as imagery development, art media and techniques, and historical and contemporary developments in art. Students will build a portfolio and actively develop ideas in a sketchbook.

This is a helpful course for any student wishing to develop a portfolio for entrance into Post-Secondary programs such as: Studio Art, Web Design, Architecture, Graphic Design and Game Design.

AP Studio Arts 12

Recommended Prerequisite: Studio Arts 2D 11 / Studio Arts 11

You will complete a rigorous portfolio of 24 pieces of artwork. Your portfolio will focus on 2 equal parts: technical explorations of materials and a self-directed series of work.

This is an external credit course offered within the school curriculum. Your portfolio will be sent to the United States to be adjudicated by a team of international judges. If successful you will receive first year university credit for the course. This is a linear course that requires 2 blocks in your schedule and requires a significant amount of out of class time and commitment.

This is an extremely beneficial course for any student wishing to develop a portfolio for entrance into Post-Secondary programs such as: Studio Art, Web Design, Architecture, Graphic Design and Game Design. Students must receive teacher approval before enrolling.

Studio Arts 3D 10

You will explore and learn skills of ceramics hand building, ceramics wheel throwing, soapstone carving and many other sculpture processes. You will learn the fundamentals of 3D design, how to expand your imagination and improve your ability to think creatively.

Studio Arts 3D 11

You will work in greater depth and exploration in the 3D areas of visual expression. This will include ceramics and sculpture, and may be supplemented with modeling, mixed media, fiber arts and more. Students will explore areas of personal expression as well as historical and contemporary developments in art.

Studio Arts 3D 12

Recommended Prerequisite: Studio Arts 3D 11

This course is a continuation of Ceramics and Sculpture 11 with explorations at a more advanced level. You will focus on the development of a personal approach to making art. You will explore and expand upon a wide variety of sculptural techniques including ceramics and sculpture. These may also be supplemented with modeling, mixed media and more. You will build a portfolio and actively develop ideas in a sketchbook.

This is a helpful course for any student wishing to develop a portfolio for entrance into Post-Secondary programs such as: Studio Art, Web Design, Architecture, Graphic Design and Game Design.

Studio Arts 2D 10

You will explore the specific art areas of drawing and painting. You will focus on areas including personal expression, illustration, and aesthetics. You will be working with a wide variety of drawing and painting mediums and processes. You will actively develop imagery and ideas in a sketchbook and will also look at historical and contemporary developments in art.

Studio Arts 2D 11

You will explore in greater depth the areas of drawing and painting. You will focus on areas including personal expression, illustration, and aesthetics. You will be working with a wide variety of drawing and painting mediums and processes. You will actively develop imagery and ideas in a sketchbook and will also look at historical and contemporary developments in art.

Studio Arts 2D 12

Recommended Prerequisite: Studio Arts 2D 11

This course is a continuation of Drawing & Painting 11 with explorations at a more advanced level. You will focus on the development of your voice as an artist and your personal approach to making art. You will explore and expand upon a wide variety of drawing and painting techniques and image development issues, as well as looking at historical and contemporary developments in art. You will build a portfolio and actively develop ideas in a sketchbook.

This is a helpful course for any student wishing to develop a portfolio for entrance into Post-Secondary programs such as: Studio Art, Web Design, Architecture, Graphic Design and Game Design.

Digital Media/Image Arts

Learning how to tell your stories your way is at the heart of Digital Media Art at Enver Creek. Video capture and production is an 'in-demand' skill across many professions. Take your ideas from concept through production learning how to use video capture gear, production techniques, lighting, video stabilizers, camera drones, rigs and post-production tools to create your finished projects. Working with video in a collaborative media studio environment, students will develop skills transferable to career opportunities in the Animation, Film & Television industries. You can enter Digital Media Art at any grade level. It gives you the opportunity to develop creative control of your ideas and be able to create projects that move audiences and get noticed. This course is an excellent choice for those who wish to develop their 'Demo Reel' for future entrance into Post-Secondary Programs in Animation, Film and Television.

Digital Media Art 10

Introduces students to Digital Media Art by producing a wide range of projects such as Music Videos, Movie Trailers, Commercials, Sports Interviews, & Visual Effects. Learn how to use a range of video capture tools, camera rigs, stabilizers, non-linear editing software, sound, and lighting techniques. Develop the distinctive skills you need to produce your own productions. Understanding Media Awareness, Visual Culture, Media Criticism and the future of 21st Century Media are integrated into the course. Students will also create video segments for the student-produced TV show, "ECTV". The skills developed in this course are useful for students interested in career opportunities in the Film and Television industries.

Media Art 11

Students will create video projects at the introductory level. They will be taught how to operate professional video cameras, camera drones, video stabilizers & rigs, non-linear editing systems, create and record sound effects, and learn lighting techniques for video productions. Students will also create video segments for the student-produced TV show, "ECTV". Understanding Media Awareness, Visual Culture, Media Criticism and the future of 21st Century Media are integrated into the course. This course is an excellent choice for those who wish to develop a 'Demo Reel' for entrance into Post-Secondary Programs in Animation, Digital Film and Television Production.

Media Art 12

Recommended Prerequisite: Media Art 11

This course is designed for returning media students as well as new students wanting to develop video production skills and techniques. They will learn advanced techniques with more complex tools including camera drones, video stabilizers & rigs, and various non-linear editing systems. Students will deepen their knowledge and experience to create and respond at a higher level to the video productions process. Students will also contribute to the student-produced TV show, "ECTV". Understanding Media Awareness, Visual Culture, Media Criticism and the future of 21st Century Media are integrated into the course. This course is an excellent choice for those who wish to develop their 'Demo Reel' for entrance into Post-Secondary Programs in Animation, Digital Film and Television Production.

Image Arts 11 (Yearbook 11)

Graphic Arts and Design are unique art forms that use specific processes to convey a message.
This course teaches you the use of space and structure in a layout, digital photography, illustration, color and type; and the preparation of graphic artwork for printing by a professional printing firm. (Creating the Enver Creek Yearbook) You will learn creative, technical and marketing skills in the field of graphic design. You will learn different software programs to enhance your online graphic design techniques. The skills taught in this course are transferable skills to web design, brochures, posters and tools of the trade for graphic designers.

Image Arts 12 (Yearbook 12)

Graphic Arts and Design are unique art forms that use specific processes to convey a message.
This course will facilitate senior students to advance their creative graphic design skills and appreciation of various stages of publishing, including the school yearbook. You will strengthen your technical skills in the production process including: researching, interviewing; writing and captions, proofing and editing; shooting and editing photographs; designing and producing layouts with computer software and marketing and distributing the school yearbook. With the publishing and design skills learned in this class, you will create the types of publications or projects that are used within the business world: websites, blogs, online presentations, magazines, newspapers, newsletters and brochures, etc.

Photography 10

Photography is a fine art medium that has been revolutionized by new technologies. This is a foundational course in photography that will help you develop technical, aesthetic and semantic awareness of fine art photography and digital image-making as it applies to graphic design. You will increase your knowledge of visual literacy, and learn to create personal imagery to help you develop a digital portfolio. The CS6 Adobe Suite will be taught to assist you in post-production photo skills as you develop your own portfolio.

Photography 11

Photography is a fine art medium that has been revolutionized by new technologies.

What will your photograph look like on display, in a magazine or on the web?

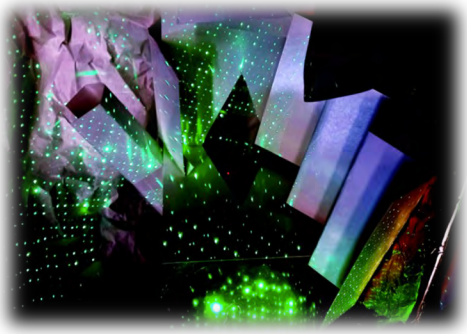
This course will enable you to acquire the technical, aesthetic and semantic skills of traditional fine art photography and digital image-making as it applies to graphic and digital design. Emphasis is on visual literacy, creating personal imagery and responding critically to the works of other artists/photographers. This course provides opportunity to develop a digital portfolio. Your portfolio of photographs and projects will indicate how you have advanced your learning to create quality images. Your will learn how technical and problem-solving strategies in photography graphic design help you develop a personal style for communicating ideas. The CS6 Adobe Suite will be taught to assist you in post-production photo skills.

Photography 12

Photography is a fine art medium that has been revolutionized by new technologies.

What's the difference between a photo on a gallery wall, a file on your computer, a professional photo-site, official website or your sketchbook?

Explore the technical skills of a great photograph to upload to your own website or post on-line. Photo Design 12 is for senior students, to advance their knowledge (theory) and skills (practical) in technical and graphic design applications from traditional to digital photography. Students will refine their skills in archival fine art black and white photography. Students will increase their expertise in the development of digital image-making as it applies to graphic and digital design, in both commercial and personal portfolio applications. You will learn the technical language of photography to analyze and respond to photographs by eminent photographers, as well as acquire critical thinking strategies to examine your own photographs and exhibit/post your own work. The CS6 Adobe Suite will be taught to the level of the individual learner as you advance your image-development in
Photography 12. Develop your photographic practice for a rewarding lifelong engagement both personally and professionally.



Digital Animation 10

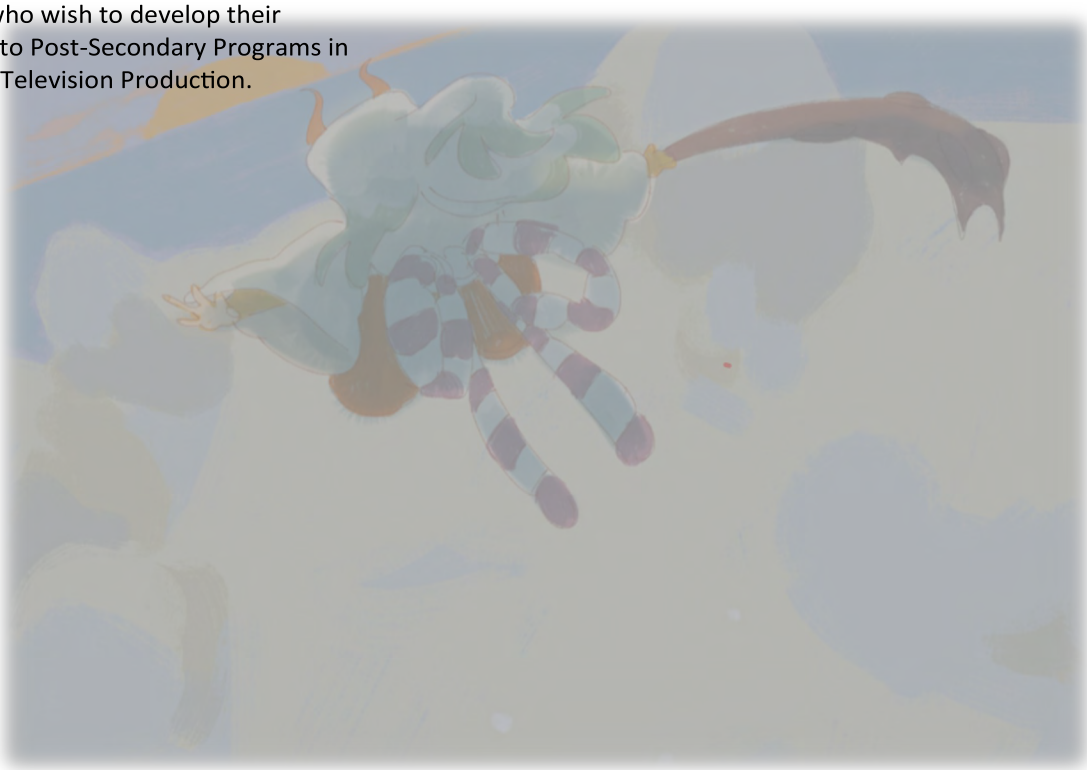
This course introduces you to the world of animation. You will create projects in a variety of techniques and media such as table-top, cut-outs, and Claymation and apply that to Digital Animation software like Maya, Adobe After Effects, and Blender. You will also learn how to use desktop video editing tools to assemble video, music and sound effects to bring you characters to life. Understanding Media Awareness, Visual Culture, Media Criticism and the future of 21st Century Media are integrated into the course. (Option: Classical Animation with an emphasis on drawing and painting using traditional art media to create animation projects.) The skills developed in this course are transferable to career opportunities in the Animation, Film & Television industries. This course is an excellent choice for those who wish to develop their 'Demo Reel' for entrance into Post-Secondary Programs in Animation, Digital Film and Television Production.

Digital Communications 11(Animation)

This course introduces senior students to the world of animation. It follows a similar structure as the Animation 10 but is geared for the older student. You will create animation projects using cut-outs and cell animation as well as tabletop object and Claymation techniques. You will also use desktop editing tools to assemble video, music and sound FX. You will also learn to apply classical animation techniques to software such as Adobe After Effects. You will engage in film criticism and continue to develop a critical eye. (Option: Classical Animation with an emphasis on drawing and painting using traditional art media to create animation projects.) This course is an excellent choice for those who wish to develop their 'Demo Reel' for entrance into Post-Secondary Programs in Animation, Digital Film and Television Production.

Digital Media Development 12 (Animation)

This course is designed for students who want to deepen their experience of the world of animation or for those just entering the world of animation and want to explore the possibilities. Create animation projects using techniques to synchronize sound and motion; create imaginary worlds by building believable sets and props with digital tools or as practical sets for your characters. Develop a short film and focus on specific area of animation that interests you and complete film festival quality projects. Students in this course have the option of creating animated openings and graphics for the production of special video projects. They will continue to engage in film criticism and develop their own visual language. You will also learn to apply classical animation techniques to software such as Adobe After Effects. (Option: Classical Animation with an emphasis on drawing and painting using traditional art media to create animation projects.) This course is an excellent choice for those who wish to develop their 'Demo Reel for entrance into Post-Secondary Programs in Animation, Digital Film and Television Production.



Peer Tutoring and Peer Counselling and Mediation

Peer Tutoring 11 & 12

These courses are designed to provide senior students with the opportunity to enhance their interpersonal, leadership and communication skills while assisting younger students in the classroom. Eligible peer tutors must have:

- Average of B or better grades
- Excellent attendance and punctuality
- Excellent work ethic and behaviour in all classes
- A sincere commitment to working with students
- A strong desire to work closely with teachers
- Strong organizational and study skills
- Initiative, independence and respect for others

Peer tutors will be expected to complete assignments, self reflections, keep a journal and assist the classroom teacher with individual students or small groups.
Peer tutors are permitted to request a placement in a specific subject area. The final decision, however, will be based on the applicant's academic strengths and the availability of classes. Priority is given to grade 8 and 9 academic subjects.

Application: These courses include a screening process for all candidates. An application form, with a teacher recommendation is required. Ask your counsellor or the Peer Tutor Coordinator for the application form.

Peer Tutoring 11

Peer Tutors will go through training to prepare for their Peer Tutoring role. They will be introduced to the challenges some students face and how to meet the individual needs of these students. They will then use this knowledge in the classroom where they will work with students who are experiencing difficulty with their academic subjects, organizational skills, study skills, and/or work habits.

Peer Tutoring 12

Prerequisite: Peer Tutoring 11
This course is a continuation of Peer Tutoring 11. It provides students with further opportunities to help peers who are experiencing difficulties with their academic subjects, organizational skills, study skills, and/or work habits. Peer tutors expand their knowledge and skills related to recognizing the characteristics and traits of common learning difficulties and how to help students who have them. They develop a deeper understanding of teaching and learning theories and how to apply them to the students they are working with.

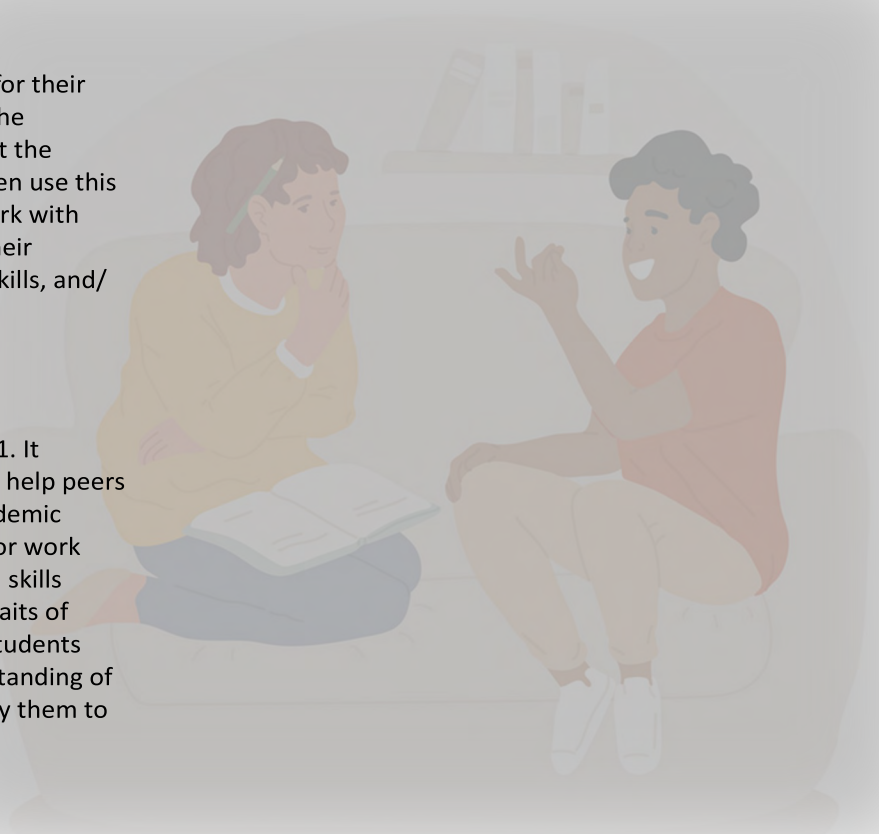
Peer Counselling and Mediation 11

In Peer Counselling and Mediation 11, students will acquire knowledge and skills in: effective communication, active listening, empathic response, questioning techniques, problem solving and conflict resolution. Students will also explore values, ethics and learn how to remain neutral and unbiased while assisting others. Peer Mediators will also learn skills around how to manage their own stressful situations. Most notably, students will be trained in a formal mediation process which will provide them the opportunity to work with others to assist members of the school community work through conflict.

Peer mediators should have the following traits:

- Excellent attendance and behavior in previous courses
- Strong work ethic and ability to work with others (individually and in group settings)
- A strong desire to work closely with teachers and students of Enver Creek
- A positive attitude towards learning
- Initiative, independence and respect for others

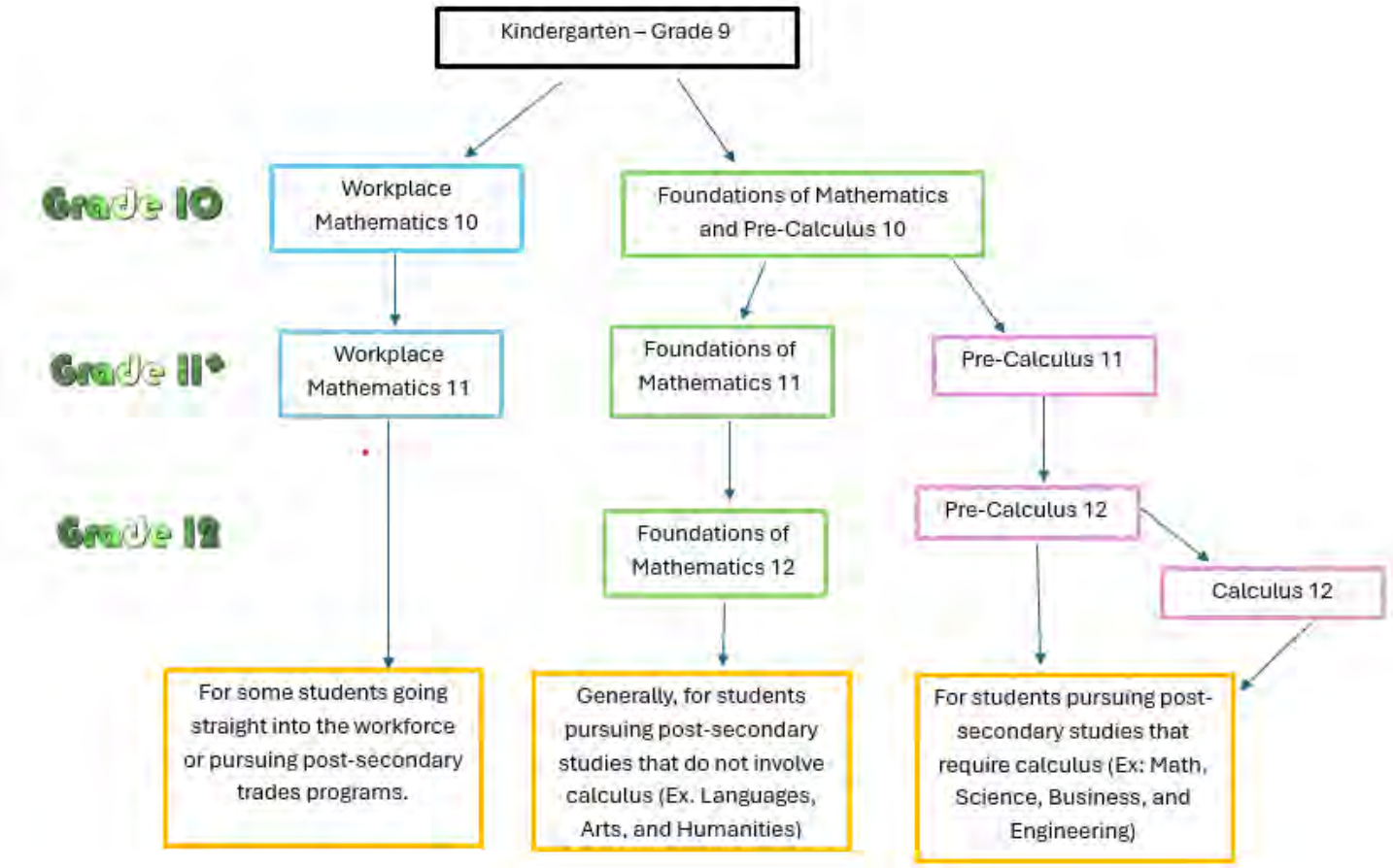
Interested students will fill out an application form, which will include a Counsellor/Teacher recommendation.



Mathematics Pathways Diagram

The Mathematics curriculum is designed to provide all students with opportunities to progress in achieving their intellectual, social, human and career goals. Students should explore the course options, keeping in mind their career objectives and what courses they will need to fulfill their goals. Parents and students should maintain contact with their Math teacher if a concern or question arises regarding Mathematics and see their counsellor for information on meeting graduation and post-secondary requirements.

Mathematics Pathways and Course Options



* The successful completion of any Grade 11 Mathematics course fulfills the Mathematics graduation requirement.

** The Workplace and Foundations pathways in terms of math curriculum are not at all alike. For example, a student who completes Workplace 10/11 has not completed any of the learning for the Foundations Pre-Calculus pathway. Any student who completes the Workplace 10/11 pathway is then able to take any math course they wish as they have completed their graduation requirement. However, from a math knowledge and skills standpoint they will need to start the Foundations Pre-Calculus pathway at the grade 10 level.

It is the responsibility of each student to research which pathway(s) and levels of achievement are accepted by each post-secondary institution and program they are applying to. ***Students should consult post-secondary entrance information for math requirements. Your counselor can assist you in this area.

Mathematics

As each math course progresses, students should discuss their achievement and future math plans with their math teacher. ***Grade 10 students will be placed in an appropriate Math 11 program by their current teacher. Grade 11 students will make future math selections in consultation with their counselor and math teacher.*** Students should discuss any concerns about placements and recommendations with their math teacher.

Workplace Mathematics 10

Recommended Prerequisite – Mathematics 9

The goal of this course is to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include statistics and probability, measurements, geometry, and earning an income. The seven mathematical processes (communication, connections, mental mathematics and estimation, problem solving, reasoning, technology, and visualization) are interwoven throughout the mathematical topics. After successful completion of Workplace Mathematics 10 students can choose to take Workplace Mathematics 11 to continue to develop the conceptual knowledge and skill set that will be useful for them moving forward to some post-secondary institutions focusing on trades and/or directly into the workforce.

Foundations of Mathematics & Pre-Calculus 10

Recommended Prerequisite – Strong Standing in Mathematics 9

The goal of this course is to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies. Topics include measurements, exponents and radicals, relations and functions, arithmetic sequences and series, and earning an income. The seven mathematical processes (communication, connections, mental mathematics and estimation, problem solving, reasoning, technology, and visualization) are interwoven throughout the mathematical topics. After successful completion of the Foundations of Mathematics and Pre-calculus 10 course students can choose to take Foundations of Mathematics 11 (if the student is planning to take a post-secondary program that does not require the study of theoretical Calculus) or Pre-Calculus 11 (if the student is planning to take a Post-Secondary program that requires the study of theoretical Calculus).

Workplace Mathematics 11

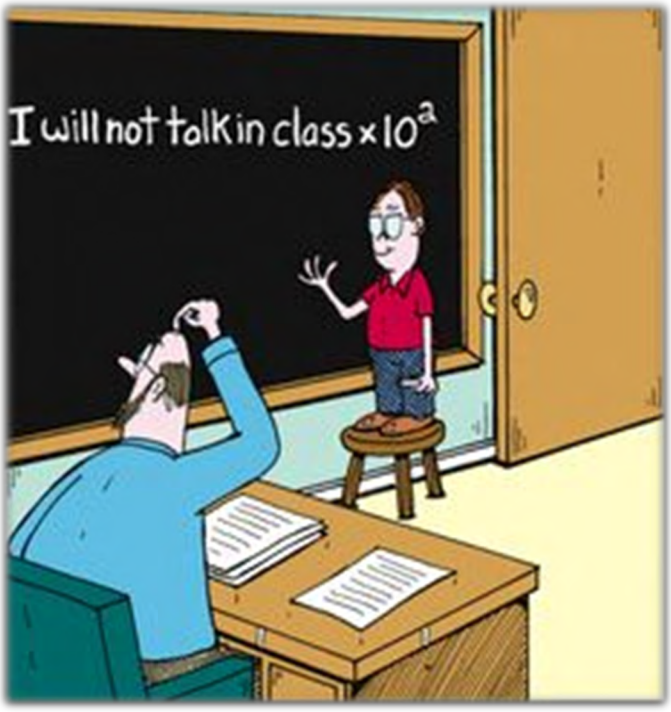
Recommended Prerequisite – Successful completion of any Grade 10 Mathematics course.

This course is specifically designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades at post-secondary and for direct entry into the work force. Topics include probability and statistics, rate of change, 3D objects, perspective diagrams, and personal finance. This course does not prepare students for Foundations of Math 12 or Pre-Calculus 12 and therefore should be viewed as a course in Mathematics that fulfills the Mathematics requirement for high school graduation.

Foundations of Mathematics 11

Recommended Prerequisite – Strong Standing in Foundations of Mathematics and Pre-Calculus 10

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical Calculus, such as Economics, Geography, Psychology, Criminology, Arts or Humanities. Most students should choose this pathway. Topics include geometric reasoning (angles and triangles), logical reasoning, 2-variable linear inequalities, quadratic functions, systems of equations, and optimization. The seven mathematical processes (communication, connections, mental mathematics and estimation, problem solving, reasoning, technology, and visualization) are interwoven throughout the mathematical topics. Successful standing in this course should prepare students for Foundations of Mathematics 12. This course does not prepare students for Pre-Calculus 12.



Pre-Calculus 11

Recommended Prerequisite – Very Strong Standing in Foundations of Mathematics and Pre-Calculus 10

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, such as Math, Business, Sciences or Engineering. Topics include expressions and equations (absolute value, radical, rational), trigonometry (angles in standard position, non-right triangles), absolute value functions, reciprocal functions, quadratic functions and equations, systems of equations and inequalities (including quadratic), and personal finance. The seven mathematical processes (communication, connections, mental mathematics and estimation, problem solving, reasoning, technology, and visualization) are interwoven throughout the mathematical topics. Successful standing in this course should prepare students for Pre-Calculus 12.

Foundations of Mathematics 12

Recommended Prerequisite – Strong Standing in Foundations of Mathematics 11

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical Calculus, such as Economics, Geography, Psychology, Criminology, Arts or Humanities. Topics include geometry (conics, fractals), graphs (polynomial, logarithmic, exponential, trigonometric), regression analysis, combination and probability, and financial planning. The seven mathematical processes (communication, connections, mental mathematics and estimation, problem solving, reasoning, technology, and visualization) are interwoven throughout the mathematical topics. This course does not prepare students for Pre-Calculus 12.

Pre-Calculus 12

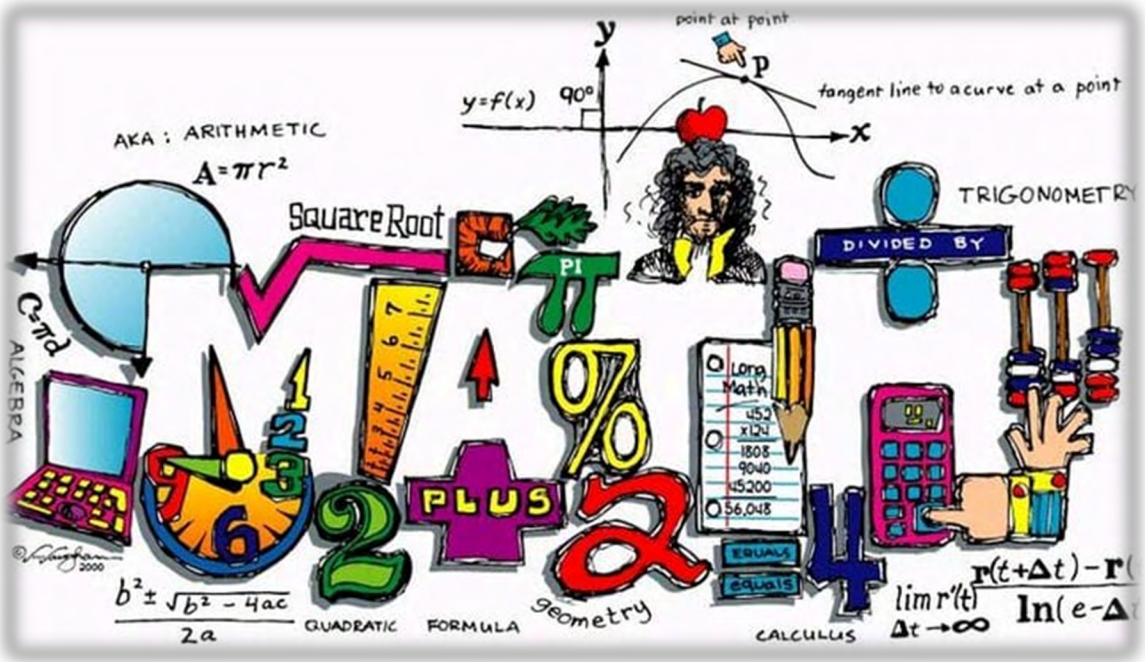
Recommended Prerequisite – Very Strong Standing in Pre-Calculus 11

This course is meant to prepare students wishing to pursue post-secondary programs requiring mathematics as well as preparation for the Calculus 12 course. Students will build upon topics covered in the Pre-Calculus 11 course and as such should have achieved a strong standing in Pre-calculus 11 course. Topics covered include transformations, functions and equations (polynomial, rational, exponential, logarithmic, trigonometric), geometric sequences and series. The seven mathematical processes (communication, connections, mental mathematics and estimation, problem solving, reasoning, technology, and visualization) are interwoven throughout the mathematical topics. A strong standing in this course is necessary to pursue Calculus 12.

Calculus 12

Recommended Prerequisite – A strong standing in Pre-Calculus 12

This course is highly recommended for students pursuing Post-Secondary degrees in Mathematics, Engineering, Science and Business. Both differential and integral calculus are covered in this course. Students will explore such topics as graphing and limits, derivatives, anti-differentiation and problem solving. The focus of this course will be on using analytical, graphical, algebraic, numerical, and verbal skills to solve problems. Students entering this course should have achieved a very strong standing in previous mathematics courses and possess outstanding work habits.



Modern Languages

The principal goal of our Language program is to develop communication skills so that students will have the desire and ability to express themselves in real-life situations. An additional goal is to promote cultural awareness and appreciation. **According to the B.C. Ministry Language Education Policy, it is mandatory to study a second language for four consecutive years (Grades 5, 6, 7 and 8).** A Grade 11 language course is a prerequisite for many post-secondary programs.

French 10

Recommended Prerequisite: French 9

Students will continue to develop their oral and written abilities. This gives the students an opportunity to use a range of useful vocabulary in order to participate in meaningful, real-life situations. Students will continue to learn about the cultures associated with the French language.

French 11

Recommended Prerequisite: French 10

Students will continue to develop and improve their communicative skills. They will have the opportunity to participate in situations that are personally meaningful. There is a focus on improving written and oral expression. Students will continue to gain an appreciation for the culture associated with the French language. Successful completion of this course provides the minimum language requirements needed for most universities.

French 12

Recommended Prerequisite: French 11

This course is the culmination of the study of French language and culture at the secondary level. More complex facets of language and literature are introduced, and French culture is explored in greater detail. Students will refine their reading, writing, listening and speaking skills. In addition, students will have an opportunity to take international French language exam DELF.

Punjabi Courses

In order to determine which level students are eligible for, pre-testing will be administered.

Punjabi 10

Recommended Prerequisite: Punjabi 9

Punjabi 10 is for students who have completed Punjabi 9 and will build on that knowledge.

Punjabi 11

Recommended Prerequisite: Punjabi 10

Punjabi 11 will build on skills already acquired from the Senior Punjabi 10 and/or the Introductory Punjabi 10 course. Students are expected to have a basic understanding of the written language prior to taking this course. Students will develop their communication skills in speaking, reading, and writing. Punjabi culture will also be explored. Successful completion of Punjabi 11 provides the minimum language entrance requirement needed for most university programs.

Punjabi 12

Recommended Prerequisite: Punjabi 11

Punjabi 12 builds on the skills of Punjabi 11. 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 historical events surrounding the Punjabi diaspora. Students will do some challenging work related to real life experiences, poetry analysis, story writing and letter writing. 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

Recommended Prerequisite: Spanish 9

The focus of this course is to further explore the communicative language skills of reading, writing, listening, spoken production and interaction. An expanded vocabulary and grammatical range will allow students to engage in authentic, real-life activities. Cultural elements are more profoundly explored the Spanish-speaking world. This course is intended for Grade 10 students.

Spanish 11

Recommended Prerequisite: Spanish 10

Students will continue to develop and improve their reading, writing and listening skills. Oral interaction will develop further spontaneity. There will be a focus on further refining written and oral expression. Students will continue to gain appreciation and understanding of Hispanic and Spanish cultures. Successful completion of this course will fulfill minimum language requirements needed for most universities.

Spanish 12

Recommended Prerequisite: Spanish 11

This is an advanced Spanish language course designed to continue to refine reading, writing, listening and speaking skills developed in previous levels. More complex aspects of Hispanic culture and history are explored.

Physical Education

Physical & Health Education 10

PHE 10 builds on PHE 9 and expands the learning experiences for students through a diverse range of big ideas, activities and content. As PHE 10 is the last mandatory PHE curriculum for students, it completes the process of establishing a strong foundation of skills, knowledge, and attitudes for students and prepares them for Grade 11 and 12 PHE courses that relate to their interests and passions. Students are expected to:

- develop an understanding of the many aspects of well-being, including physical, mental, and social.
- develop the movement knowledge, skills, and understandings needed for lifelong participation in a range of physical activities.
- develop knowledge, skills, and strategies for building respectful relationships, positive self-identity, self-determination, and mental well-being.
- demonstrate the knowledge, skills, and strategies needed to make informed decisions that support personal and community health and safety.

PHE 10 Leadership

Admission into this class will be done through an application process.

In addition to meeting all the requirements of PHE 10, the PHE 10 Leadership class will provide practical and theoretical methods and activities for students to develop their own leadership skills. Students in this class will take on active roles of leadership in the school by assisting, organizing, managing, and planning school events. A large area of focus will be providing leadership within our athletics program. For this class, assisting with athletics includes a volunteer component and after school commitments. Students taking this course will have the opportunity to further develop their interpersonal and communication skills, develop their understanding of leadership and the opportunity to develop their own personal leadership style.

Leadership 11/12 - Intramurals

This course empowers senior students to take on active leadership roles in planning, organizing, and delivering a school-wide intramural program. Learners will gain practical experience in sports management and event coordination by engaging in all aspects of intramural operations, including Promotion & Engagement, Registration & Scheduling, Officiating & Scorekeeping, Program Implementation. Providing service and leading lunchtime intramural activities is a course requirement.

Fitness 10

Recommended Prerequisite: PHE 9

This course is a fitness and conditioning course. Fitness 10 will focus entirely on cardio-vascular fitness, muscular strength and endurance training, and flexibility. Students will have an opportunity to better their understanding of the importance of cardiovascular, muscular strength, and flexibility training through exploration of concepts of physical fitness and human anatomy and physiology. The course requires no skill in terms of team sport performance **– you do not need to be an athlete to be successful in this course – BUT YOU MUST BE MOTIVATED!** This is a great opportunity to get in shape and learn how your body works.

Fitness & Conditioning 11

Recommended Prerequisite PHE 10

This course will focus on enhancing the 5 health components of fitness: cardio-vascular endurance, muscular strength and endurance training, flexibility and body composition. The course will focus on 4 curricular competency categories – healthy and active living, human anatomy and physiology, principles of training and social responsibility. Students will learn about their body's muscular, cardiovascular and skeletal systems, energy systems, components of an exercise session, exercise safety and etiquette and the various training principles of program design. The course is a combination of theory and practical with most of the time devoted to applying the theory acquired through workshops and labs. This course requires students to complete leadership hours.

Fitness & Conditioning 12

Recommended Prerequisite: Fitness 11

Students will continue to focus on the 4 curricular competency categories – Healthy and Active living, Human Anatomy and physiology, principles of training and social responsibility. Students will continue to enhance the 5 health components of fitness. Students will analyze their personal fitness test scores to create goals for each of the 5 health components of fitness. Students will participate in kinesiology-based lab work to compare various activities to promote long-term health maintenance. As future consumers, students will assess community facilities based on cost, facility program offerings and accessibility. Increased weighting will be placed upon personal improvements in goal areas, demonstrated skill and technique acquisition and collaboration skills during teamwork projects. This course requires students to complete leadership hours.

Weight Training 11

Recommended Prerequisite: PHE 10

This course will provide students with opportunities to participate in the many facets of strength-training. Students will learn a variety of strength-training techniques and how to use different types of equipment to achieve a high level of fitness. Some of the equipment that will be utilized will include dumb bells, resistance bands, kettle bells, cable machines, med balls and body bars. Students will also learn the principles of training, strength-training safety procedures, and the importance of nutrition. Students will be expected to develop, implement, and modify their own personal strength-training program. The physiology of strength-training necessitates days of rest from resistance workouts; thus, students will be expected to participate in other activities ex cardiovascular, flexibility and knowledge based.

Weight Training 12

Recommended Prerequisite Weight Training 11

This course will build upon the knowledge gained in Weight Training 11. Students will be introduced to more complex strength training program designs allowing them to achieve evolving fitness goals. Students will continue to build their library of exercises using the various pieces of equipment including: dumbbells, resistance bands, kettle bells, cable machines, med balls and body bars. Students will gain experience in analyzing the technique of fellow class mates and then provide cues to help correct techniques. In addition to working on personal programs students will gain the knowledge of how to design programs for others and what considerations must be taken when designing those programs. Nutrition education will continue to be important component of the course. On days where we do not weight train students should be prepared for cardiovascular, flexibility and knowledge-based activities.

Active Living 11

Recommended Prerequisite: PHE 10

This course will enable students to explore and learn about the concept of recreation through participation in a variety of physical activities that will fit their interests and passions. Students wanting to incorporate a variety of recreational activities during their graduation years will benefit from this curriculum. Students will develop an understanding of the impact of various types of physical activities on their health and mental well-being. Students will develop and demonstrate the skills needed to plan, organize and safely participate in recreational activities after graduation. Students will also focus on the development of their leadership skills and are required to complete leadership hours.

Active Living 11/12 Girls

The focus in this class will be on creating an environment in which girls feel comfortable and confident moving their bodies in activities and games. This course will include sports and activities played in regular PHE classes as well as activities that will show students how to stay active for life. Through daily participation students will gain strength and improve their fitness while having fun. This all-female environment will help girls build the skills, knowledge, and attitudes necessary to develop a lifestyle that will keep them healthy and fit as they move into adulthood.

Active Living 12

Recommended Prerequisite: Active Living 11

This course will enable students to explore and learn about the concept of recreation and will assist students in finding enjoyable activities that can motivate them to participate more regularly in physical activity. Students will be able to employ tactics to increase their abilities and chances of success in a variety of physical activities and will be able to explain how their developing competencies can increase their confidence and significantly contribute to lifelong participation in physical activity. Students will develop and demonstrate skills needed to plan, organize and safely participate in recreational activities that will continue to be practiced after graduation. This course requires students to complete leadership hours.

Science

Science 10

The Science 10 curriculum is divided into 4 Big Ideas. These ideas are: (1) Genes are the foundation for the diversity of living things, (2) Chemical processes require energy change as atoms are rearranged, (3) Energy is conserved and its transformation can affect living things and the environment, and (4) The formation of the universe can be explained by the Big Bang Theory.

Science 10 Curricular Competencies will encourage and prepare students to:

- Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest.
- Make observations aimed at identifying their own questions, including increasingly complex ones, about the natural world.
- Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data.
- Ensure that safety and ethical guidelines are followed in their investigations.
- Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.
- Seek and analyze patterns, trends, and connections in data, including describing relationships between variables (dependent and independent) and identifying inconsistencies.
- Construct, analyze, and interpret graphs (including interpolation and extrapolation), models, and/or diagrams.
- Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions.
- Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled.
- Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations and to evaluate claims in secondary sources.
- Generate and introduce new or refined ideas when problem solving.
- Communicate scientific ideas, claims, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations.

Life Sciences 11

Life Sciences 11 is a survey course of living things. The three themes of unity and diversity, evolutionary change and ecological relationships are used to study different life forms. The investigation and/or dissection of representative organisms is common. The following topics will be covered: *Adaptation and Evolution* - DNA, natural selection, speciation and extinction; *Microbiology* - viruses, bacteria and protists; *Mycology* - fungi; *Plant Biology* - algae, mosses, ferns, gymnosperms and angiosperms; *Animal Biology* - invertebrates, insects and vertebrates; *Ecology* - populations, photosynthesis and cellular respiration.

Anatomy and Physiology 12

The incredible complexity of the human body is inherently fascinating to most students. However, knowledge of the various physiological systems is not enough to give students a deep enough understanding of the intricate interrelationships between the body systems. As this course develops, you will build up an ever more complex understanding of how the various organ systems work in synchrony, with dazzling choreography, to maintain a state of 'survivability' or homeostasis. Your understanding of DNA's pivotal role will also become clearer as the course develops. This course is academically rigorous, and students will benefit from a good understanding of Chemistry 11. Assessments are designed not only to test your mastery of the curriculum but also determine how well you can use your knowledge to help patients in simulated medical scenarios or case studies. It is particularly suitable for any student who may wish to enter the medical realm.

Biology 12 / Biology 12 AP

Biology 12 AP is a linear course that includes Anatomy & Physiology 12 and Biology 12 AP. Students are required to commit to a yearlong course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Students should have successfully completed Life Sciences 11.

The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. The following are Big Ideas:

- The process of evolution explains the diversity and unity of life.
- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- Living systems store, retrieve, transmit, and respond to information essential to life processes.
- Biological systems interact, and these systems and their interactions possess complex properties.

Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Focus on these disciplinary practices and applications of the principles of scientific inquiry promotes a more engaging and rigorous experience for AP Biology students. Such practices require that students:

- Use representations and models to communicate scientific phenomena and solve scientific problems,
- Use mathematics appropriately,
- Engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course,
- Plan and implement data collection strategies in relation to a particular scientific question,
- Perform data analysis and evaluation of evidence,
- Work with scientific explanations and theories, and
- Connect and relate knowledge across various scales, concepts, and representations in and across domains.

Laboratory Technology 12

Laboratory Technology 12 is a highly skilled, applied and hands-on course that requires a strong comprehension of chemistry, biology and physics courses. It is expected that students have successfully completed chemistry plus one other science course in their grade 11 year. This course is designed to strengthen the leadership and organizational skills of the students which will prepare them for all disciplines at the post secondary level. The student has to be recommended by at least two science teachers followed by an interview with the Science Department Head. This is a four-credit course and will be evaluated like any other course. The Student will demonstrate both curricular and core competencies in the following ways:

Processing and analyzing data and information

- WHIMIS and general lab safety training
- Conduct an inventory of supplies and other materials and maintain a record of items that need to be ordered
- Conduct an inventory of all science rooms checking for safety equipment, supplies and working condition of safety devices such as the eye wash station

Planning and Conducting

- Prepare and set up labs
- Organize and maintain the different areas of the Prep Room

Applying and Innovating

- Assist students during labs
- Apply chemistry concepts in preparing solutions (under supervision)
- Assist in organizing events in the department such as Science Fair, Science Club, Science Intramurals, Crystal Growing Competition, etc.

Communicating

- Demonstrate the use of science equipment such as microscopes, Bunsen burners, etc. to other students
- Sign into google docs to check what labs need to be set up

Evaluating

- Prepare and maintain a Lab Tech Manual that will be accessible to all Lab Techs showing how to prepare, eg. agar plates or a chemical solution
- A weekly reflection of what you have learned and what the future lab techs should know
- Make a video of a lab skill such as preparing a standardized solution

Questioning and Predicting (Personal and Social Awareness)

- A semester-end project where the student will research and design an activity related to the im pact of human activities on environmental changes or pollution

Chemistry 11

Recommended Prerequisite: C+ in Science 10

This is an introductory laboratory course encompassing the 5 big ideas: (1) Atoms and molecules are building blocks of matter (2) Organic chemistry and its applications have significant implications for human health, society, and the environment (3) The mole is a quantity used to make atoms and molecules measurable (4) Matter and energy are conserved in chemical reactions (5) Solubility within a solution is determined by the nature of the solute and the solvent.

Chemistry 11 Curricular Competencies will encourage and prepare students to:

- Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest
- Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world
- Use appropriate SI units and appropriate equipment, including digital technologies, to systematically and accurately collect and record data
- Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies
- Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions
- Consider social, ethical, and environmental implications of the findings from their own and others' investigations
- Cooperatively design projects with local and/or global connections and applications
- Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations

Chemistry 12

Recommended Prerequisite: C in Chemistry 11

This is a problem-centered laboratory course involving more advanced concepts. Experimentation and problem solving are major parts of the course. The following topics are the basis for Chemistry 12: Reaction Kinetics; Equilibrium; Solubility of Ionic Substances; Acids, Bases and Salts; Oxidation –Reduction. The Big Ideas are:

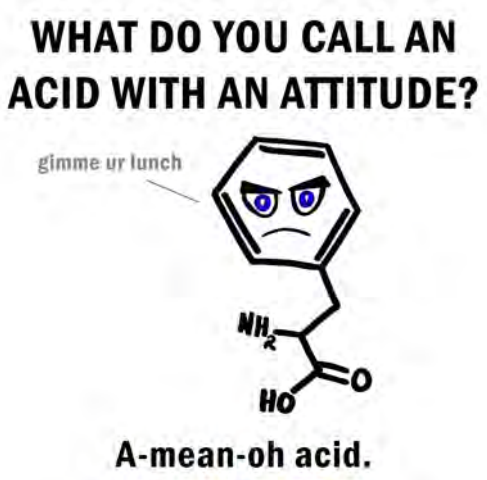
- Reactants must collide to react, and the reaction rate is dependent on the surrounding conditions.
- Dynamic equilibrium can be shifted by changes to the surrounding conditions.
- Saturated solutions are systems in equilibrium.
- Acid or base strength depends on the degree of ion dissociation.
- Oxidation and reduction are complementary processes that involve the gain or loss of electrons.

Chemistry 12 / Chemistry 12 AP

Chemistry 12 AP is a linear laboratory-based course equivalent to Chemistry 12 and Chemistry 12 AP for a total of 8 credits. Students are required to commit to a yearlong course. The prerequisite topics that are relevant to AP Chemistry include: Measurement in Chemistry, Physical and Chemical Change and Separation Methods, Atomic Theory, Periodic Table and Periodicity, Nomenclature and Bonding in Ionic and Covalent Compounds (including VSEPR Theory), Balancing and Predicting Products of the Major Reaction Types and an introduction to the Mole Concept. It is recommended that students have a fair understanding of these topics prior to taking AP Chemistry. The AP Chemistry curriculum includes the following:

- Structure & States of Matter
- Reactions
- Descriptive Chemistry
- Laboratory

This course is strongly recommended for students who are planning on taking minimum first year chemistry courses at post-secondary level. The students will find this course an excellent preparation for the challenges they may face in their first-year chemistry courses.



Earth Science 11

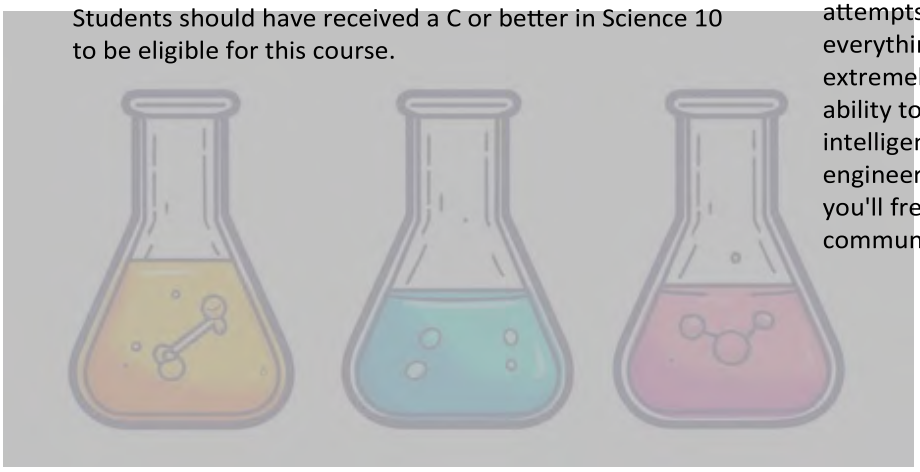
Earth Science 11 is a survey course which, through lab and field experiments, explores the Earth and its environment in space. The following topics are the basis: *Geology* - materials, weathering, erosion, volcanoes, earthquakes, tectonics; *Oceanography* - basins and currents; *Astronomy* - stars, solar system, earth and moon; *Atmosphere* - pressure, winds, weather and climate; *History* - geological time, earth history.

Environmental Science 11

This course will provide students with place-based learning opportunities and connecting with our school environment and the nature around us. It will allow students to connect with the bigger environmental concerns there are around the world. This course is a great alternative for students who are interested in finding ways to help our ecosystem and apply their learning to the real world. The course will incorporate outdoor learning related to prior biology classes and field trips to allow students to experience their learning in new ways. Students will learn about the complex roles and relationships that contribute to diversity of ecosystems and learn about the natural processes that change the ecosystem. Further, they will learn about ways humans contribute to their own ecosystem and investigate the ways they can be sustainable. Through the course, students will develop and learn about the ways they can restore the ecosystem and explore strategies outside the classroom.

Environmental Science 12

In this course, the "Big Ideas" focus on human actions and their effect the quality of water, their changes in the global climate system and sustainable living and use of the land. Environmental Science 12 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. Students looking to enter fields of science which have direct interactions with the natural world such as Forestry, Botany, Ecology or Sustainable Housing and/or Development are encouraged to take this course. Students should have received a C or better in Science 10 to be eligible for this course.



Physics 11

Recommended C+ in Science 10 and
Recommended C+ in Foundations & Pre-Calculus Mathematics 10

Physics 11 is an introductory course that focuses on the principles and theories of physics, encourages investigation of physical relationships, and illustrates the relationship between theory and application. The scientific Curricular Competencies of Questioning & Predicting the physical world, Planning & Conducting experiments, Processing and Analyzing Data and Information, Evaluating, Applying & Innovating, as well as Communicating will be used to explore the Big Ideas in Physics 11:

- Kinematics: An object's motion can be predicted, analyzed and described
- Dynamics: Forces influence motion of an object
- Energy, machines, and circuits: Energy is found in different forms, is conserved, and has the ability to do work
- Waves and Optics: Mechanical waves transfer energy, but not matter

Physics 12

Physics 12 is an advanced course for those who plan to continue studying science or applied science at a post-secondary institution. This course will help students develop analytical, experimental and problem-solving skills. The following topics will be studied: Vector Kinematics in Two Dimension, Dynamics, Vector Dynamics, Work, Energy, and Power, Momentum, Equilibrium, Circular Motion, Gravitation, Electrostatics, Electric Circuits, Electromagnetism and Electromagnetic Induction and Basic Relativity.

Science for Citizens 11

All aspects of our lives are affected by scientific decisions. Whether we're receiving medical treatments, using transportation infrastructure, crossing bridges, living or working in buildings or using technology to learn and communicate, every day we're completely immersed in a society shaped and manipulated by science. This course attempts to inform you of how science is connected to everything we do. We have tried to make the course extremely hands-on, where your success is linked to your ability to use science as a tool to solve problems intelligently and strategically. Often, you'll have to engineer solutions to problems. During the semester you'll frequently work with partners and small groups so communication skills and teamwork will be developed.

Social Studies

Social Studies 10

The focus of this course is the study of Canadian history from 1911 to the present. Important course themes include the growth of Canada as a nation and the struggle for self-government, Canadian involvement in world-changing events such as the World Wars, and political, social, and economic shifts in Canada throughout the 20th and 21st centuries. Students will also examine municipal, provincial, and federal government systems as well as Indigenous forms of government, and topics in human geography including population patterns, demographic trends in Canada and around the world, and environmental challenges facing Canadians and global citizens.

Explorations in Social Studies 11

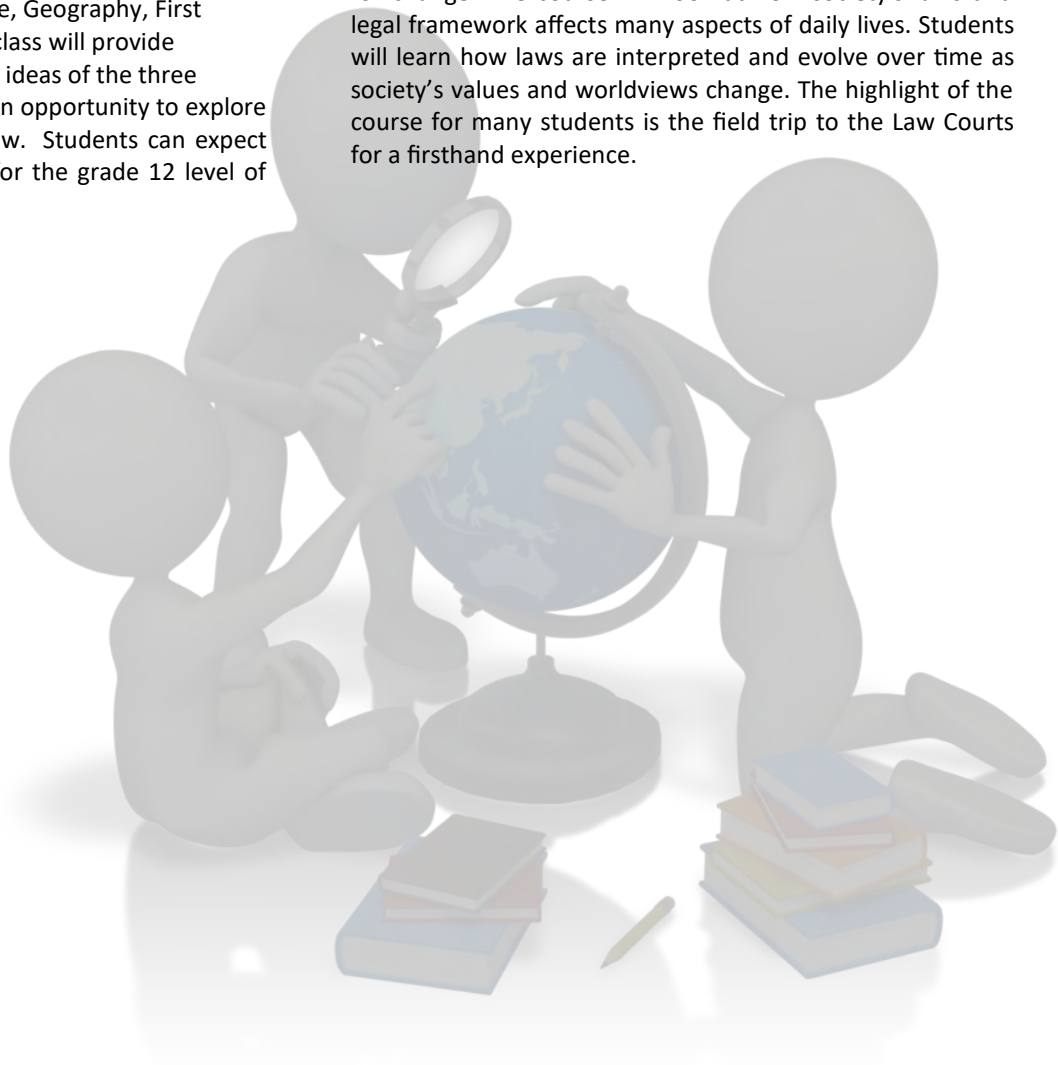
Social Studies 11 Explorations is a sampler course that will incorporate modules of three grade 12 Social Studies courses (History, Law, Social Justice, Genocide, Geography, First Peoples, and Political Studies). This class will provide students with a small taste of the big ideas of the three chosen modules and will give them an opportunity to explore the particular content as an overview. Students can expect to get a sense of what is required for the grade 12 level of the particular module.

Genocide Studies 12

This course will examine the intentional destruction of peoples and their cultures throughout history. It will focus on the political, legal, social and cultural ramifications of such atrocities in different global regions. Students will examine the origins of the term genocide, characteristics, strategies and stages of mass violence, as well as global recognition for, responses to, and denial of violence. Students will examine historical evidence relating to the perpetrators, bystanders and victims in order to determine scale and nature of a variety of genocides, as well as international law and enforcement relating to the issue. Students will develop an understanding of prejudices, discrimination, racism, ethical responsibility, and an active response to an injustice.

Law Studies 12

Law Studies 12 will provide students the opportunity to understand legal rights and responsibilities that allows citizens to participate more fully in society. Students will examine how laws can maintain the status quo or be a force for change. The course will look at how society's laws and legal framework affects many aspects of daily lives. Students will learn how laws are interpreted and evolve over time as society's values and worldviews change. The highlight of the course for many students is the field trip to the Law Courts for a firsthand experience.



Social Justice 12

Social Justice 12 will examine how basic human rights and social values are upheld and distributed in Canada and around the world. This course examines issues such as racism, poverty, sexism, homophobia, and globalization. Student focus will be on recognizing and understanding the causes and consequences of injustice. Students will understand how to behave in a socially responsible manner and become agents of change by exploring solutions to these issues by studying others who attempted to and/or were successful in creating change in the past.

20th Century World History 12

20th Century World History examines significant global events, trends and ideologies of the past century. Focus will be on nations in conflict, ideological differences within nations and with other nations, human rights movements, technology communication, transportation and the global economy. Students will gain the skills necessary to interpret historical events, ensure historical information is accurate and relevant, learn how to develop historical empathy and how to present clear and logical arguments.

Contemporary Indigenous Studies 12

This course seeks to provide students with a deep understanding of the ability of Indigenous peoples (in Canada and the world) to reclaim their physical, emotional, and spiritual well-being despite the continuing effects of colonialism with a focus on restoring balance and relationships between Indigenous and non-Indigenous peoples through healing and mending relations. The varied identities of Indigenous peoples and the importance of family relationships, language, culture, and the land will be studied across a wide geographic focus. This course will use the inquiry method of research and be assessed according to the historical thinking benchmarks.

Philosophy 12

Philosophy is a discipline that examines the nature of knowledge, reality, and existence. Throughout the course, we will develop and practice tools to investigate meaning and foster understanding of different ways of thinking. We will examine questions that allow us to question our assumptions and better understand our own beliefs. Questions often examine issues with no definitive answers, but we can examine which answers have more or less value.

Philosophy 12 will also be offered as a blended/hybrid course .

Social Dynamics in Tabletop Role Playing Games 12

Social Dynamics in Tabletop Role Playing Games 12 (Social Dynamics in TTRPGs) is a course option for students who have a desire to strengthen their interpersonal, intrapersonal, and leadership skills. The main driving resource for this course will be the learning, designing and playing of Dungeons and Dragons (DnD). This course will provide an environment that empowers them to use their interests and strengths to accomplish this goal. Social Dynamics in TTRPGs will facilitate the acquisition of interpersonal and intrapersonal competencies as students work collaboratively in a shared storytelling environment. The knowledge acquired in this course will help students recognize and understand the importance of building strong working relationships with others. Beyond content knowledge, we know the strong correlation between social-emotional competencies and life success.

Career Education

Required Courses

Career Life Education 10

Career Life Education is a **mandatory graduation requirement** for all students in B.C., designed to guide them through the essential skills and knowledge needed for successful transition into adulthood. This course emphasizes key concepts, including:

- Achieving a healthy balance between personal life and work to enhance overall well-being.
- Building networks and nurturing relationships to expand career awareness and options.
- Understanding how internal and external factors, including local and global trends, influence career decision.
- Engaging in a continuous cycle of planning, reflecting, adapting, and deciding to make informed career choices.

The primary goal of Career Life Education is to support students in their career-life development, foster connections within their communities, and initiate their career planning journey.

Career Life Connections 12

Career Life Connections is a **mandatory graduation requirement** for all students in B.C., designed to empower them to apply their career-life management skills and knowledge to their personal journeys. This course emphasizes several key ideas:

- A sense of purpose and balance in career and life contributes to overall well-being.
- Building networks and nurturing relationships enhances career awareness and options.
- Lifelong learning and active citizenship create opportunities for individuals and communities.
- Career-life decisions are shaped by both internal and external influences, including local and global trends.
- Career-life development involves continuous cycles of exploring, planning, reflecting, adapting, and deciding.

As a key component of the CLC course, students will complete a **Capstone Project**. This project allows them to showcase what they have learned from Kindergarten through Grade 12 by choosing a topic of interest to explore. Students can investigate a theme they are curious about or delve into a new area to deepen their understanding and challenge themselves.

Elective Courses

Co-op

Co-operative Education (Co-op) is a program where students get to learn in the classroom and gain real□world experience at the same time. In addition to studying theory, students will apply what they learn in real workplaces, build new skills, and explore possible career paths. It is a chance for students to discover their strengths, make connections, and prepare for life beyond high school all while earning credits toward graduation. To succeed in co□op, students are expected to demonstrate excellent attendance, proactive communication, and strong employability skills such as reliability, teamwork, and professionalism. These qualities ensure that you make the most of your workplace experiences and build lasting positive connections with employers.

Humanities Co-op 11

The Humanities Co-op is an all-day, one semester program designed for students interested in learning through a cohort -based model while gaining hands-on work experience. This co-op includes two work experience placements, providing opportunities for students to explore careers in education, health sciences, law, recreation, and social studies. Students who complete successful work experience placements may also earn continuing part-time employment. Students will have the opportunity to earn 24 credits in one semester, stay active, explore future goals, strengthen communication skills, and broaden their understanding of society and culture, while gaining valuable work experience through the following courses: **(Open to student in Grade 11)**

Active Living 11
Career Life Connections 12
Creative Writing 11
Explorations in Social Studies 11
Work Experience 12A
Work Experience 12B

Students will fulfil graduation requirements through successful completion of the bolded courses.
To sign up for this co-op, students must see their counsellors or visit the Career Centre for an application.

Surrey School District
Career Programs and Courses

District Partnership Programs

The Surrey School District offers over twenty District Partnership Programs to students who are interested in **trades training** or an **academic program**. District Partnership Programs provide students with an opportunity to earn credit toward graduation from secondary school at the same time as they are earning credit toward post-secondary programs.

District Partnership Programs are delivered in collaboration with local post-secondary institutes and industry training providers. While some of the programs have an academic focus, the Youth Train in Trades Programs enable students to begin training in specific trades.

To take these programs students must:

- Be between the ages of 15 and 19
- Apply in February of their grade 10 or 11 year
- Be in grade 11 or 12 when they are in the program (priority is given to grade 12 students)
- Meet the specific requirements for the program they would like to complete

Benefits to students include the following:

- Earn high school and post-secondary credits
- Begin training for a career while in high school
- Acquire marketable skills
- Save money as the tuition is paid for by the Surrey School District

Partnership Programs that are currently available:

Trades Partnership Programs	Institution	Length
Auto Service Technician	KPU	1 Sem
Bakery & Pastry Arts	VCC	1 Sem
Carpentry	KPU	1 Sem
Collision & Refinishing	VCC	1 Sem
Culinary Arts	ITA	1 Sem
Electrical	BCIT	1 Sem
Hairstylist	Surrey College	2 Sem
Heavy Mechanical Trades	VCC	1 Sem
Horticulture	KPU	Feb/ March
Metal Fabrication	BCIT	1 Sem
Millwright (Industrial Mechanic)	KPU	1 Sem
Painter	FTIBC	June/ July
Piping	KPU	1 Sem
Welding	KPU	1 Sem
Academic	Institution	Length
Drafting/CADD	KPU	2 Sem Night
Early Childhood Education	Douglas College	1 Sem
Explorations in Aviation Careers	BCIT	1 Sem
Nursing Prep Program	KPU	1 Sem

District Dual Credit Courses

Dual credit courses enable students to receive credit for post-secondary courses while, at the same time, earning high school credit towards their graduation. Kwantlen Polytechnic University, Douglas College, SFU and Nicola Valley Institute of Technology provide Surrey School District students with the opportunity to take post-secondary courses, **tuition-free**, while they are still in high school.

Academic Dual Credit Courses	Institution	Length
Community & Public Safety	NVIT	1 Sem Night School
Graphic Design	SFU	1 Sem Night School
High School on Campus	KPU	1 Sem Night School
Intro to Health Science	KPU	5 weeks
Intro to Legal Office Procedures	KPU	5 weeks
Intro to Practice for Child & Youth Care Counsellor	Douglas College	5 weeks Summer

Youth Work in Trades

Youth Work in Trades is an educational program jointly supported by the Ministry of Education and Skilled Trades B.C. Through participation in Youth Work in Trades, students earn credit toward secondary school graduation and begin earning work-based training hours toward provincially and nationally recognized industry training program credentials.
Students enrolled in these courses go to work and attend high school at the same time. That means they have found an employer who is willing to take them on (and pay them) as an apprentice.

Students that are 15 or older can enroll in this program. They must also formally register with Skilled Trades B.C. as Youth Apprentices. Successful completion of the program earns students 16 credits towards graduation. If you are a high school student already working as an apprentice, speak to your career facilitator about signing up for this program. Some students may also qualify for the Youth Work in Trades (WRK) Award, a $1,000 award given to students for sustained and exceptional work as an apprentice. Students who are eligible for the Youth Work in Trades Award will automatically be considered. There is no need to apply.

To be eligible for the award, students must have:

- Been registered with Skilled Trades B.C. as a Youth Apprentice
- Graduated with a Grade 12 Dogwood Diploma or Adult Dogwood
- Successfully completed WRK 11A, WRK 11B, WRK 12A, and WRK 12B
- Maintained a C+ average or better on Grade 12 numbered courses
- Reported a total of at least 900 hours to Skilled Trades B.C. by December 31 of the school year the student turns 19

Learning Support (LST) & ELL

At Enver Creek Secondary School, Learning Support is provided to students with learning difficulties and to English Language Learner students. The LST classes at Enver Creek Secondary are designed to provide support for a variety of learning needs. We provide services to a large and varied group of students including those who are in the average intellectual range, have mild to moderate learning difficulties, need adapted programs, have gaps in their education, and to those who do not fit into any specific category.

Not only do we provide help for students, we also consult with teachers and provide assistance and suggestions as requested. One of our goals is to provide students a supportive, safe and welcoming environment where they can become more efficient and confident with their own learning styles and learning strategies.
Previously identified students (those in need of Learning Support) are assigned to an LST Block instead of an elective course. These blocks provide the students with learning strategies as well as an opportunity to be successful in their academic subjects.
Beginner ELL students are provided with a reception English class in order to provide a basis for English Language development. Intermediate ELL students are also assigned to ELL classes to provide language support and integrate language and content goals. More advanced ELL students may be provided with ELL or LST Blocks to provide language assistance for their academic subjects.
Student progress is constantly monitored by teachers and by counsellors in the school. Students that are having difficulty in their studies may be referred to the LST or ELL for support. Should parents or students feel that support is required they can contact their respective counsellor.

Graduation Program

Required Courses

Subject Area:	Minimum Credits
an English 10 (2 – 2 credit courses)	4
an English 11	4
English Studies 12 or English First Peoples 12	4
Social Studies 10	4
a Social Studies 11 or 12	4
Science 10	4
a Science 11	4
a Mathematics 10	4
a Mathematics 11 or 12	4
Physical & Health Education 10	4
Career Life Education 10	4
a Fine Arts and/or Applied Skills 10, 11 or 12	4
	48 Credit

Elective Courses: 28 Credits

Students must earn at least 28 elective credits. These credits can be for:

Additional Grade 10, 11 or 12 Ministry-Authorized Courses
External Credentials
Board/Authority Authorized Courses
Post-secondary credits, and/or
Independent Directed Studies

*Note: Some External Credentials serve as Required Courses

Career Life Connections: 4 Credits

Students must earn 4 credits for Career Life Connections

Literacy & Numeracy Assessments

Students must complete a Literacy 10 Assessment, a Numeracy 10 Assessment and a Literacy 12 Assessment before graduation.

OVERALL TOTAL: 80 credits

Of the 80 credits needed for graduation, at least 16 credits must be at the Grade 12 level, including a Grade 12 Language Arts course and 12 other credits. These may be from required courses or elective credits.
As per new Ministry of Education guidelines, 4 of the required 80 credits must have Indigenous focused content.

PLANNING A THREE YEAR GRADUATION PROGRAM
Grade 10, 11 & 12 Graduation Policies:

- You require 80 credits minimum over three years (Grade 10, 11 & 12) to graduate.
- Career Life Connections is mandatory and must be completed before the end of Grade 12.
- Indigenous focused credits (4) are now required for graduation. They can be at the grade 11 or 12 level.

G RADE 10	Grade 11	Grade 12
1. an English 10	1. an English 11	1. English First Peoples 12 or English Studies 12
2. Social Studies 10	2. a Social Studies 11 or 12	2. _____ Gr 12
3. Science 10	3. a Science 11	3. _____ Gr. 12
4. a Math 10	4. a Math 11	4. _____ Gr 12
5. Physical Education 10	5. _____	5. _____
6. Career Life Education 10	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
		+ Career Life Connections

Checklist for Meeting Graduation Requirements

I must have 80 credits to graduate, which include 4 credits of Indigenous focused content.
(48 required course credits, 28 elective credits and 4 Career Life Connections Credits)
I must complete a Literacy 10, Numeracy 10 and a Literacy 12 Assessment.

		Credit Value
☐	An English 10	(4)
☐	An English 11	(4)
☐	English Studies 12 or	
☐	English First Peoples 12	(4)
☐	Social Studies 10	(4)
☐	A Social Studies 11 or 12	(4)
☐	Science 10	(4)
☐	A Science 11	(4)
☐	A Math 10	(4)
☐	A Math 11 or 12	(4)
☐	Physical Education 10	(4)
☐	Career Life Education	(4)

		Credit Value
☐	A Fine Arts or	
☐	Applied Skills 10, 11 or 12	(4)
☐	Career Life Connections	(4)
☐	Elective _____ 12	(4)
☐	Elective _____ 12	(4)
☐	Elective _____ 12	(4)
☐	Elective _____	(4)
☐	Elective _____	(4)
☐	Elective _____	(4)
☐	Elective _____	(4)