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## SEMIAHMOO SECONDARY COURSE GUIDE



# 2026/2027

Semiahmoo Secondary School



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## SEMIAHMOO SECONDARY COURSE GUIDE

# WELCOME TO SEMIAHMOO SECONDARY

### Acknowledgement

On behalf of the students and staff we would like to acknowledge that Semiahmoo Secondary is situated on the traditional, unceded territory of the Coast Salish Peoples, and we are proud of our relationship with the Semiahmoo First Nation, who's name we proudly use to represent our school community.

### Introduction

The courses offered at Semiahmoo Secondary follow guidelines set out by the Ministry of Education and the Surrey School Board. Programs consist of a combination of required courses and elective courses. The courses you choose may help you learn life skills, explore new fields, and discover capabilities and interests of which you may have been unaware.

Selecting elective courses is an important process and should be carried out in consultation with parents and counsellors. Courses with insufficient enrolment to justify a class grouping will not be offered. It is important, therefore, that you make thoughtful and careful decisions. Certain elective combinations will influence future pathways as well. For example, if French is dropped in Grade 10, students are unable to enroll in French class in Grade 11. Student course requests determine what courses will be offered next school year. It takes several months to build the master timetable and requests for changes are not usually accommodated. Please take care when requesting your courses for the coming year!

It is recommended that students and parents review the contents of this booklet. If you have any questions or concerns, please speak to a school counsellor. We wish all our students a rewarding and positive school year. Happy planning!

### Administration

Ms. Alyssa Malkoske	Principal
Ms. Anupreet Kaur Bal	Vice Principal (A-I)
Mr. Don Kidd	Vice Principal (J -Schubert)
Mr. Jeremy Denoon	Vice Principal (Schussier-Z)

### Counselling Team

Ms. Phillips	(A – Goh)
Ms. Wilson	(Gon - Liu)
Ms. Barclay	(Long - T)
Ms. Blackwell	(U – Z)



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## SEMIAMOO SECONDARY COURSE GUIDE

### Course Request Process

Working with counsellors and administrators, students will select courses that align with both the graduation requirements and their future educational plans.

All students will be expected to enter their course selections online, by the end of February. Schedules for the upcoming school year will be available, through MyEd, before the September Labour Day long weekend.

Please note that there are a wide variety of courses that are offered at Semiahmoo. Though every effort is made to accommodate students' requests, timetabling is very complex and conflicts can occur that prevent all students from getting their first choice electives. When this occurs, students will be placed in one of the alternate courses they have selected. This means that alternate courses should be chosen very carefully, as they could end up in your student's timetable.

### How to use the Course Planning Guide

In order to best prepare yourself for the course selection process, please take a look at the course selection guide in advance. Below are a few suggestions to help students make the best decisions possible...

- 1) Study the graduation requirements - They can be found here: [www.gov.bc.ca](http://www.gov.bc.ca) (Search graduation requirements.)
- 2) Understand the post-secondary options and opportunities at Colleges, Universities, Trade Institutions etc. If you have questions, please visit the websites [educationplannerbc.ca](http://educationplannerbc.ca) and [postsecondary.bc.ca](http://postsecondary.bc.ca)
- 3) Look carefully at the elective course options. Be sure to pick something based on your interests, abilities or possible use in the future.
- 4) Request 8 courses as your first choices for next year. Be sure to pick three alternative courses as well.
- 5) Consider each selection and make a wise decision. You may not be able to change it at a later date.
- 6) If you plan on taking a specific course in summer school or online, please do not select it in your course selection. Please let your counsellor know in the counsellor note section in myEd when selecting courses.



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## SEMIAHMOO SECONDARY COURSE GUIDE

# COURSE SECTION OPTIONS FOR 2026-2027

## GRADE 8

### Required Courses (7)

- Careers 8 (Included in Gen. Explorations A)
- English 8
- French 8
- General Explorations A
- Physical and Health Education 8
- Scimatics 8
- Social Studies 8

### Elective Courses (1)

- Concert Band 8
- Jazz Band 8 (Offered after school)
- General Explorations B

## GRADE 9

### Required Courses (5)

- Careers 9 (non-enrolling)
- English 9
- Mathematics 9
- Physical and Health Education 9
- Science 9
- Social Studies 9

### Elective Courses (3)

- Computers 9
- Concert Band 9
- Design and Build 9
- Drama 9
- Foods & Fashion 9
- French 9
- Jazz Band 9
- Spanish 9
- Student Leadership 9 (Application required)
- Visual Arts 9
- Vocal Jazz Choir 9
- Yearbook 9 (Application required)



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## SEMIAHMOO SECONDARY COURSE GUIDE

### GRADE 10

#### Required Courses (6)

- Career Life Education 10
- English Language Arts 10
- Mathematics 10
- Physical and Health Education 10
- Science 10
- Social Studies 10

\*All Courses are 4 Credits

#### Elective Courses (2)

- Art Studio 10
- Athletic Leadership 10
- Computer Studies 10
- Concert Band 10
- Culinary Arts 10
- Drafting & Design Level One
- Drama 10
- Entrepreneurship & Marketing 10
- Electronics & Robotics Level One
- Engineering & Design - Level One
- Entrepreneurship & Marketing 10
- Food & Nutrition 10
- French 10
- Introduction to Photography 10
- Jazz Band 10
- Jewelry and Stained Glass 10
- Power Mechanics 10
- Metal Art - Level One 10
- Pastry Arts & Baking 10
- Spanish 10
- Student Leadership 10 (Application required)
- Studio Arts 10 2D: Drawing and Painting
- Studio Arts 10 3D: Ceramics & Sculpture
- Textiles 10
- Woodworking Level One
- Yearbook 10 (Application required)



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## SEMIAHMOO SECONDARY COURSE GUIDE

### GRADE 11 & 12

#### Required Courses 11

- Career Life Connection 12  
*\*Recommended in Grade 11\**
- English Language Arts 11
- Mathematics 11 or 12
- Science 11 or 12
- Social Studies 12

\*All Courses are 4 Credits

#### Required Courses 12

- Career Life Connection 12  
*\*If you did not complete in Grade 11\**
- English Language Arts 12
- Three other grade 12 courses (A total of four grade 12 courses and CLC are required for graduation)

\*All Courses are 4 Credits



#### Course Selection Tips

16 credits must be at the Grade 12 level. Including English 12 or English First Peoples 12.

Enrolling Learning Assistance courses do not offer credits towards graduation.

Courses that are retaken do not give additional credits towards graduation.

A second language is not required for graduation.

**A minimum of 80 credits is required for graduation.**



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## SEMIAMOO SECONDARY COURSE GUIDE

### Elective Courses

- Composition 11
- Literary Studies 11
- English 12
- English First Peoples 12
- Physical Geography 12
- Law Studies 12
- Contemp. Indigenous Studies 12
- 20th Century World History 12
- Political Studies 12
- Social Justice 12
- Workplace Mathematics 11
- Foundations Mathematics 11
- Pre-Calculus 11
- Foundations of Mathematics 12
- Science for Citizens 11
- Life Sciences 11
- Chemistry 11
- Physics 11
- Anatomy and Physiology 12
- Environmental Science 12
- Chemistry 12
- Physics 12
- French 11
- French 12
- Spanish 11
- Spanish 12
- Psychology 11
- Psychology 12
- Athletic Leadership 11/12
- Student Leadership 11/12
- Art Studio 11
- Art Studio 12
- Studio Arts 11 2D: Drawing & Painting
- Studio Arts 12 2D: Drawing & Painting
- Studio Arts 11 3D: Ceramics & Sculpture
- Studio Arts 12 3D: Ceramics & Sculpture
- Photography 11 (Beg/Int)
- Photography 12 (Advanced)
- Yearbook 11/12 (Linear - Eng & CLC)
- Drama 11/12
- Theatre Production 11/12
- Directing & Scripting Dev. 11/12
- Film 11
- Film 12
- Concert Band 12 (Linear with Study)
- Jazz Band/Jazz Studies 11
- Jazz Band/Jazz Studies 12
- Vocal Jazz Choir 9-12
- Economics 12
- Marketing 11
- Marketing 12
- Computer Programming 11
- Tech Support 11/12
- Computer Programming 12 (Adv)
- Foods and Nutrition 11
- Foods and Nutrition 12
- Pastry & Arts Baking 10-12
- Textiles 11
- Textiles 12
- Fashion & Design Construction 12
- Drafting & Design - Level One
- Drafting & Design - Level Two
- Drafting & Design - Level Three
- Automotive Technology Level One
- Automotive Technology Level Two
- Electronics & Robotics Level One
- Electronics & Robotics Level Two
- Electronics & Robotics Level Three
- Metal Art Level One
- Metal Art Level Two
- Metal Art Level Three
- Woodworking Level One
- Woodworking Level Two
- Woodworking Level Three
- Engineering & Design Level One
- Jewellery & Stained Glass 12
- Culinary 11
- Culinary 12
- Peer Tutoring 11
- Peer Tutoring 12
- Lab Tech 12 (Application required)
- Health & Wellness 11/12
- Active Living 11/12
- Outdoor Education 11/12
- Intramural Leadership 11/12
- Weight Training 11/12
- Athletic Performance 11/12
- Work Experience 12



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## SEMIAMOO SECONDARY COURSE GUIDE

# ADST - BUSINESS EDUCATION

## Grade 10

### ENTREPRENEURSHIP AND MARKETING 10

Introduction to business and marketing. This course will provide a foundation to move forward in studying business and marketing. The course will deal with entrepreneurship opportunities, customer needs, wants, and demands, characteristics of entrepreneurs, creative ways to add value to an existing idea or product, forms of marketing and online marketing concepts.



## Grade 11

### FILM 11

Take this course to see if you love movies and want to be a part of one of the biggest industries in British Columbia. This is an introductory course that gives students an insight to the 11 main genres of film and some subgenres. Do you enjoy being behind the camera or in front of it? Do you enjoy editing video or redecorating a room to make it look like someplace else? Come take this course and see if this industry is right for you. Lots of jobs waiting to be filled in pre and postproduction right here in British Columbia where we are one of the main areas for film and tv production in North America.

### MARKETING 11

Are you interested in the opportunity to start, organize, and operate businesses? Students will be given hands on, real, practical learning opportunities. This course includes witnessing actual business situations through field trips, surveys, presentations, and project-based group situations. Students gain knowledge from employer's and employee's points of view. Evaluation: projects, participation, quizzes, and a final project. Planning on heading to Sauder, Beedie, Ivy or Rotman – come take a business class and see if you like it before you get there.

## Grade 12

### FILM 12

Using Film 11 as a base, students will now delve deeper into the film industry and start to create a portfolio. The students will progress their tools learned and develop a variety of short works, both partners based and individually. The assignments are self-directed, and the students must be able to work unsupervised. This highly lucrative industry needs motivated independent and team workers, so come see which side of the camera you want to work on.

### ECONOMICS 12

Students will analyze the effects of economic activity, learning how the global marketplace functions. They will also better understand how and why government decisions impact our society, country, and world.

### MARKETING 12

Planning on heading into Business in post-secondary? Looking at curriculum from multiple post-secondary institutions, this course has been developed for students to succeed in this field in post-secondary. Students are now extending the expertise from Marketing 11, and use their energy, enthusiasm, and leadership skills to build, run, maintain, and enhance Semiahmoo's own small business – the Birds Nest. Students use the 4 Ps of marketing (product, place, price, and promotion) as a background for Apprentice challenges, field trips, and various multimedia advertising promotional strategies. Planning on heading to Sauder, Beedie, Ivy or Rotman – come take a business class and see if you like it before you get there.



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## SEMIAMOO SECONDARY COURSE GUIDE

# ADST - HOME ECONOMICS & CULINARY ARTS

## Grade 9

### FOODS & FASHION 9

For Foods and Fashion 9 you will be spending half your time in Foods and half in Textiles.

In the Foods portion of the course students will focus on the meal preparation of breakfast, lunches, dinners, and snacks while developing their safety and sanitation skills. This is a great course for those new to Foods and for those who have already taken Foods 8.

In the Textiles portion of this course, we will be creating a hoodie as well as several small projects, based on time and student interests. We will learn all about using commercial patterns and how to purchase fabric. This is a great course for beginners!



## Grade 10

### CULINARY ARTS 10

Designed for students interested in the art and science of food preparation in a large commercial kitchen setting. Use of equipment, sanitation, safety, and a large variety of cooking skills increase opportunity to obtain employment in food industry.

### FOODS AND NUTRITION 10

In Foods 10 you will be going on an imaginary culinary road trip across North America, visiting various provinces, states, and cities. Along the way you'll be learning about everything from knife skills to food safety, from pastry to First Peoples food protocols, and there will be plenty of cooking and eating. This class builds on what you learned in Foods 8 and possibly Foods and Fashion 9, but with more depth and more room for creativity.

### TEXTILES 10

Interested in fashion or sewing your own clothes? Students will learn basic garment construction techniques, wardrobe planning, and the use of the serger, and sewing machine. You will create a variety of garments based on your skill level and interests. Beginners are welcome!

## Grade 11

### CULINARY ARTS 11

Designed for students interested in the art and science of food preparation in a large commercial kitchen setting. Use of equipment, sanitation, safety, and a large variety of cooking skills increase opportunity to obtain employment in food industry.

### FOOD STUDIES 11

In Foods 11 you will be going on a culinary trip around the world. This class builds on the basics that you learned in Life Skills 8, as well as what you may have learned in Foods 10. You will learn higher level culinary and baking skills through demos, labs, and theory. You will learn how to put these skills into practice through multi course meal



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preparation, recipe manipulation and modification, and projects. We'll be teaching you the skills and giving you the tools and information, you need to explore your love and understanding of food, in and out of the kitchen.

### **PASTRY ARTS AND BAKING 11**

Do you love baking? Want to learn how to make the items you see in your local bakery? Pastry and Baking Arts focuses on more advanced skills and techniques in baking, from bread, to cookies, to chocolates, to cream puffs. Learn techniques and skills transferable to both the home kitchen and a professional bakery and have fun doing it!

### **TEXTILES 11**

Textiles 11 is designed to build on the skills taught in Textiles 8-10. Students will continue to develop their construction techniques by using more challenging patterns and fabrics. Students will have the opportunity to alter patterns for a better fit or to create the design they want. During design challenges we will repurpose textile items and develop fashion illustration skills. We will also explore ethical issues behind producing textile items and fashion marketing. Two to four garments are created, based on the students 'experience, skill level, interest, and teacher consultation. Beginners are welcome!



## **Grade 12**

### **CULINARY ARTS 12**

Designed for students interested in the art and science of food preparation in a large commercial kitchen setting. Use of equipment, sanitation, safety, and a large variety of cooking skills increase opportunity to obtain employment in food industry. Gr. 12 level is designed for greater-in-depth training and all facets of cooking. In addition, the business of managing a commercial kitchen and food safe certification, recipe design, costing, food portioning, and short order cooking are covered.

### **FASHION DESIGN & CONSTRUCTION 12**

For the designer in all of us whether you just like to doodle or are a die-hard Project Runway fan. Designing and constructing a number of original garments including one with your choice of embellishments. Highly recommended for anyone interested in pursuing a career in fashion design, art, or interior design.

### **FOOD STUDIES 12**

For Foods 12 we will be continuing the culinary trip around the world we started in Foods 11, visiting countries, provinces/states, and cities, and along the way we will be learning about everything from the causes and results of food recalls to yeast to food sovereignty to bread. This class will consist of lots of cooking, along with theory, projects, demonstrations, and videos. Students in Foods 12 will prepare trickier recipes, share class meals, and explore in more depth because certain foods and culinary traditions can be found in the various regions of the world we visit.

### **PASTRY ARTS AND BAKING 12**

Do you love baking? Want to learn how to make the items you see in your local bakery? Pastry and Baking Arts focuses on more advanced skills and techniques in baking, from bread, to cookies, to chocolates, to cream puffs. Learn techniques and skills transferable to both the home kitchen and a professional bakery and have fun doing it!

### **TEXTILES 12**

Textiles 12 is designed to build on the skills taught in Textiles 8-11, beginners are welcome! Students will continue to develop their construction techniques by using more challenging patterns and fabrics. Students will have the opportunity to design and draft their own pattern. During design challenges we will repurpose textile items and continue to develop fashion illustration skills. We will also explore ethical issues behind producing textile items



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## SEMIAMOO SECONDARY COURSE GUIDE

and fashion marketing. Two to four garments are created, based on the students 'experience, skill level, interest, and teacher consultation. Beginners are welcome!



## ADST - INFORMATION & COMMUNICATION TECHNOLOGY

### Grade 8

#### Computer Studies & Communication Devices 8

Students will learn:

- (A) Professional Computer use in Word and Excel In Word we will learn how to use: Tables, Heading Formats, Images & How to wrap text around them In Excel, we will learn how to build basic formulas so the computer can do math for us instead of calculating with pencil & paper.
- (B) Web Design We will learn how to build a multiple page website using an online platform such as WordPress.
- (C) Video Editing (Adobe Premiere) We will learn how to put together photos, sound effects, background music, and videos we record to make small videos.

### Grade 9

#### COMPUTERS 9 (Information & Communications Technologies 9)

This is a digital media course. We will explore the different mediums that we experience technology. We will become experts on how computers: Run/Operate, Affect our lives, and Interact with each other. Expect a variety of the following topics: Image editing (Adobe Photoshop), Video editing (Adobe Premiere Pro), Podcasting (Audacity), Building a Computer, Animation, Graphical coding (Microsoft MakeCode + mBot robots).



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## SEMIAMOO SECONDARY COURSE GUIDE

### Grade 10

#### COMPUTER STUDIES 10

We will explore the different mediums that we experience technology. We will become experts on how computers: Run/Operate, Affect our lives, and Interact with each other. Expect a variety of the following topics: Coding Websites (with HTML and CSS), Image editing (Adobe Photoshop), Video editing (Adobe Premiere Pro / After Effects), and using a virtual machine to learn how to install an operating system, running a web server (Apache).

### Grade 11

#### COMPUTER PROGRAMMING 11

Interested in developing apps? We learn how to build an app from the basics. We learn how to develop the user interface (Textboxes, Buttons, Forms, Pop Up Dialogs), how to store data, receive input from the user, and how to use logic to make decisions (if-statements, while-loops, etc.).

The final project of this course is to develop your first 2D game. No previous programming experience is necessary before taking this course. We start from the basics!

### Grade 12

#### COMPUTER PROGRAMMING 12 (Advanced)

This is the second Computer Programming course. We learn how to develop more sophisticated apps.

Expect to build a 2D grid game (such as sudoku, chess, checkers, connect 4), learn how to build a chat program (like Discord) and a full-screen playable video game with graphics, sound, and levels.

Advanced students have the opportunity to use a Raspberry Pi for motion controls (like a wii-mote), and/or the Box2D physics engine for real-world physics.

If you are considering post-secondary in Engineering, or Computer Science this course will give you programming experience, that will give you many of the basics you will need in a first year Computer Programming course.

Previous programming experience is necessary before taking this course. (Either you've taken Computer Programming 11, or you have developed an App before using a language such as Java/Python/C#/Swift/etc.)



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## SEMIAMOO SECONDARY COURSE GUIDE

# ADST - TECHNOLOGY EDUCATION

## Grade 9

### DESIGN & BUILD 9

This is for students who enjoyed making projects the shops during the ADST Explorations course last year. Students will have an opportunity to design and build projects from various materials. We will explore the world of engineering and learn about the foundations in electronics and robotics. Students will have an opportunity to work in a shop environment on individual projects and also work in teams to execute design challenges. Students will use this experience to help decide future courses in the area of Technology Education.

## Grade 10

### DRAFTING & DESIGN - Level 1

This is an introduction to the world of technical drawing and design thinking. This course will expose students to the various professions that involve technical drawing and design. As a class, we will look at the skills and educational requirements needed to have a career in the world of technical drawing and design. Most of the semester will take place in a computer lab, learning how to use the various drawing programs such as AutoCAD and Inventor used in technical drawing. Students will also design 3 dimensional models, and print them using 3D printers!

### ELECTRONICS AND ROBOTICS LEVEL 1

This course will expose students to the principles of electronics and robotics through a combination of both practical and hands-on projects. Students will learn to identify components, use tools associated with the electronics and robotics field, as well as basic coding and construction of chassis and cases used for housing their creations. Projects will include Cyborg mask, sumo-bots, VEX robots, and Mbots.

### ENGINEERING AND DESIGN - Level 1

This course is for students with an interest in the application of engineering as it pertains to design. Students will be exposed to various engineering principles with an emphasis on applying these in the design of projects. Students will also learn the safe use of various tools and machines in the pursuit of creating engineering marvels. Projects will include design of product from recyclable materials, mechanical engineering through ping pong launcher (catapult, trebuchet) and hydraulic robot arm, civil engineering through bridge simulation and build.

### MECHANICS 10

This is an introduction of the internal combustion engine and transmission of power. Students will learn about the systems, parts, tools, and skills that are needed to dismantle and rebuild a small engine. A portion of the course will focus on welding and metal joinery. Students will have the opportunity to expand into bicycle maintenance and automotive basics. There will also be an opportunity for students to bring in small engine projects from home.

### METAL ART - Level 1

This introductory metal course will incorporate a number of key metal working concepts, procedures, and practices. Students will learn all facets of metal working including, jewelry, welding, fabricating, machining, casting, and sheet metal work. There will be a variety of projects from fine widgets to fabulous gadgets!

### WOOD WORKING - Level 1

This is an extension of the woodwork portion of the Technology Education 9 Explorations course, although there is no prerequisite. This course is hands-on woodwork. Through drafting, design and active construction, students combine the safe use of tools, machines, and materials to construct introductory level projects made of wood.



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## SEMIAMOO SECONDARY COURSE GUIDE

### Grade 11 & 12

#### **AUTOMOTIVE TECHNOLOGY LEVEL 1**

If you ever plan or owning a car you must take this course! No prior knowledge is needed for this introductory course. We will study automotive basics in a fun and friendly hands-on setting. You will learn basic repairs and proper servicing of an automobile. No car is needed to take this course.

#### **AUTOMOTIVE TECHNOLOGY LEVEL 2**

This course is an extension of what was learning in Level 1. Students will look at each system of the automobile with greater focus and depth. The focus is on diagnostics and repair of the main components of the automobile. No car is needed to take this course.

#### **DRAFTING & DESIGN - Level 1**

This is an introduction to the world of technical drawing and design thinking. This course will expose students to the various professions that involve technical drawing and design. As a class, we will look at the skills and educational requirements needed to have a career in the world of technical drawing and design. Most of the semester will take place in a computer lab, learning how to use the various drawing programs such as AutoCAD and Inventor used in technical drawing. Students will also design 3 dimensional models, and print them using 3D printers!

#### **DRAFTING & DESIGN LEVEL 2**

Students in levels two will delve deeper into the programs associated with technical drawing. Returning students will also have an opportunity to expand on existing knowledge around design and come up with more personalised projects. Students will be given the option of learning how to use AutoCAD to design homes / create 3D models using Fusion 360 / design buildings using Revit.

#### **DRAFTING & DESIGN LEVEL 3**

Students in levels two will delve deeper into the programs associated with technical drawing. Returning students will also have an opportunity to expand on existing knowledge around design and come up with more personalised projects. Students will be given the option of learning how to use AutoCAD to design homes / create 3D models using Fusion 360 / design buildings using Revit.

#### **ELECTRONICS AND ROBOTICS LEVEL 1**

This course will expose students to the principles of electronics and robotics through a combination of both practical and hands-on projects. Students will learn to identify components, use tools associated with the electronics and robotics field, as well as basic coding and construction of chassis and cases used for housing their creations. Projects will include Cyborg mask, sumo-bots, VEX robots, and Mbots.

#### **ELECTRONICS AND ROBOTICS LEVEL 2**

This course is an extension of what was learned in Electronics and Robotics Level 1. Building upon electronics basics, students will explore more advanced topics of designing electronic projects and programing robots. Programming skills will be improved, and the use of Micro-processors and motor control circuits could be utilized. Students will focus on building their skills and having more input on project choice and focus on students interests to further their skills.

#### **ELECTRONICS AND ROBOTICS LEVEL 3**

This course is an extension of what was learned in Electronics and Robotics 2. Building upon advanced electronics understanding, students will explore advanced topics of designing electronic circuits involving higher level programming robots and custom construction of electronics projects. Students will focus on building their skills and having more input on project choice and focus on possible career options. In this course, students will have the opportunity build and code autonomous and remote-controlled robots.



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## SEMIAMOO SECONDARY COURSE GUIDE

### ENGINEERING AND DESIGN - Level 1

This course is for students with an interest in the application of engineering as it pertains to design. Students will be exposed to various engineering principles with an emphasis on applying these in the design of projects. Students will also learn the safe use of various tools and machines in the pursuit of creating engineering marvels. Projects will include design of product from recyclable materials, mechanical engineering through ping pong launcher (catapult, trebuchet) and hydraulic robot arm, civil engineering through bridge simulation and build.

### ENGINEERING AND DESIGN - Level 2

Students will focus on building their skills and having more input on project choice and areas of focus. Some projects could include Solar power phone charger, electric vehicles, Arduino robots, drones, model buildings, etc.

### ENGINEERING AND DESIGN - Level 3

Students will focus on building their skills and having more input on project choice and areas of focus. Some projects could include Solar power phone charger, electric vehicles, Arduino robots, drones, model buildings, etc.

### JEWELLERY AND STAINED GLASS 12

Designed for both the beginner and experienced student, this is a fun, introductory course about jewellery and stained glass. Students will be using new & recycled metals as a medium to create original artwork. Students may learn to manipulate metal or construct artistic metal projects through the use of hand tools, oxy-acetylene welding/brazing/cutting. Projects could include silver rings, bracelets, pendants, earrings, necklaces, hair barrettes, wire/metal sculptures and metal signage. When working with glass, students will be using the Tiffany copper-foil technique. Safety is emphasized while learning the basics of pattern design, glass selection, cutting, shaping, foiling, soldering, and finishing techniques.

### METAL ART - Level 1

This introductory metal course will incorporate a number of key metal working concepts, procedures, and practices. Students will learn all facets of metal working including, jewelry, welding, fabricating, machining, casting, and sheet metal work. There will be a variety of projects from fine widgets to fabulous gadgets!

### METAL ART Level 2

Students will focus on building their skills and having more input on project choice and areas of focus.

### METAL ART Level 3

Students will focus on building their skills and having more input on project choice and focus on possible career option in metalworking.

### WOOD WORKING Level 1

This is an extension of the woodwork portion of the Technology Education 9 Explorations course, although there is no prerequisite. This course is hands-on woodwork. Through drafting, design and active construction, students combine the safe use of tools, machines, and materials to construct introductory level projects made of wood.

### WOOD WORKING Level 2

Course is an extension of what is learned in Level 1. Students will construct one prescribed project as well as their own unique project as they demonstrate increased ability to safely use tools.

### WOOD WORKING Level 3

This course is an extension of what is learned in Level 2. Greater skill with equipment and tools will permit greater scope of projects designed by students.



## ARTS EDUCATION - VISUAL ARTS

### Grade 9



#### **VISUAL ARTS 9**

This is a general art course designed for grade 9 students who wish to focus on exploring a variety of art mediums and learning to express ideas visually. Students will gain a strong foundation in drawing and painting in this course while exploring some 3D art mediums. The end goals are to increase artistic self-confidence and develop understanding of the basics of 2D and 3D forms and to produce successful visual works. Learn to develop your skills of seeing and perception and have fun trying new mediums!

#### **YEARBOOK 9 (Introduction to Yearbook)**

Students interested in photography, journalism, design, and marketing can develop all these skills in this course. Students contribute to the school yearbook by photographing school events, interviewing people, learning design, creating graphics, and planning marketing campaigns. No prerequisite course or experience is necessary; cameras and training are provided in class. NOTE: Students must be able to commit to at least one lunch hour and one after school event per week to cover events for the yearbook.

### Grade 10

#### **ART STUDIO 10**

Course is designed for grade 10 students wishing to broaden their understanding of art mediums and try different techniques and processes to develop foundational skills in art. Bring your imagination and creativity, and we will explore various themes and styles. Whether you are a 3D thinker who loves to manipulate materials or a 2D artist wanting to improve your visualization skills, this class will build upon what you have learned in your junior years to continue your journey in visual art!

#### **PHOTOGRAPHY 10**

Photography skills including composition, understanding and applying different styles, proper file management, editing with different apps, and learning about the creative people who have contributed to this art form. We work exclusively with digital photography. The aim of the course is to expose students to the artistry of photography and to develop a growing understanding of cameras and photographic techniques. All abilities and grades are welcome; no previous experience is required; students are challenged to expand the skill set they come in with. Cameras may be available for students who need them.

#### **STUDIO ARTS 10 2D: DRAWING & PAINTING**

This course is designed to nurture the creative spirit of students who wish to further develop their artistic skills, and experience both traditional and contemporary 2D media. Through hands-on exploration, students will delve into the fundamentals of drawing and painting, understanding each medium's potential to create certain visual effects. This course fosters curiosity, self-expression, and a deeper appreciation for the visual arts, providing students with a solid foundation for their artistic journey in the future.

#### **STUDIO ARTS 10 3D: CERAMICS & SCULPTURE**

This course is intended for students who enjoy creating 3D art objects. We will use a variety of 3D mediums including clay and other building materials to make artworks of various function and purposes. Through hands-on exploration, students will immerse themselves in the fundamentals of ceramics and sculpture, developing their technical skills and using creativity. This foundational course encourages students to experiment with form, texture, and spatial relationships, laying the groundwork for a more complex 3D study in art in senior years.



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## SEMIAMOO SECONDARY COURSE GUIDE

### YEARBOOK 10

Students interested in photography, journalism, design, business, marketing, and leadership can practice all these skills in Yearbook. We create the school yearbook in an environment set up like a real business. We photograph school events, interview people, design pages, run marketing campaigns and social media accounts, and publish a hardcover book. There is something for everyone in Yearbook! Students must be able to commit to significant lunch and afterschool time in addition to attending classes. No prerequisite course or experience is necessary; cameras and training are provided in class. This is a linear course that runs concurrently with English, and students also receive credit for CLE. Application forms must be approved by Ms. Ross before students can be officially registered in the course.

## Grade 11

### ART STUDIO 11

A survey course which introduces students to a variety of artists and art practices and encourages growth as artists in their own art making and art appreciation. Students will explore a wide range of mediums in 2D and 3D and learn the importance of visual planning and research. The course has an emphasis on modern and contemporary art and covers a broad range of materials and processes. An emphasis is placed on the development of personal imagery, symbols and meaning.

### PHOTOGRAPHY 11

Photography skills including composition, understanding and applying different styles, proper file management, editing with different apps, and learning about the creative people who have contributed to this art form. We work exclusively with digital photography. It is a great course for students considering a career in the arts, graphic design, publishing, or marketing, or who have a creative side that needs a new outlet. The aim of the course is to expose students to the artistry of photography and to develop a growing understanding of cameras and photographic techniques. All abilities and grades are welcome; no previous experience is required; students are challenged to expand the skill set they come in with. Cameras may be available for students who need them.

### STUDIO ARTS 11 2D: DRAWING & PAINTING

Studio Arts 11 2D is tailored for students eager to elevate their artistic proficiency in drawing and painting. Students will use both traditional and contemporary 2D media, allowing students to refine their technical skills and explore complex concepts with a variety of art mediums. Through hands-on projects, students will gain a deeper understanding of composition, color theory, and personal style. This course aims to cultivate a refined artistic sensibility, preparing students for more sophisticated artistic challenges in post-secondary.

### STUDIO ARTS 11 3D: CERAMICS & SCULPTURE

Create artworks in clay, papier mâché, mixed media and other 3D materials. This course is designed for students to expand their understanding of artistic expression and potential unique in 3D artform. Building upon foundational skills, students will delve into different techniques in ceramics and sculpture, exploring diverse materials and pushing the boundaries of artistic expression.

### YEARBOOK 11

Students interested in photography, journalism, design, business, marketing, and leadership can practice all these skills in Yearbook. We create the school yearbook in an environment set up like a real business. We photograph school events, interview people, design pages, run marketing campaigns and social media accounts, and publish a hardcover book. There is something for everyone in Yearbook! Students must be able to commit to significant lunch and afterschool time in addition to attending classes. No prerequisite course or experience is necessary; cameras and training are provided in class. This is a linear course that runs concurrently with English or a study block. Application forms must be approved by Ms. Ross before students can be officially registered in the course.



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## SEMIAMOO SECONDARY COURSE GUIDE

### Grade 12

#### ART STUDIO 12

Art Studio 12 provides opportunity for students to further develop the selection and combination of a broad spectrum of materials, technologies, and processes for artistic expression. This class is designed to provide opportunities for students to engage in a focused and in-depth study in a particular visual expression area. Students will be provided opportunities to develop their technical skills in 2D and 3D in relation to perceiving, responding to, creating, and communicating about a wide variety of images. Students study and learn to manipulate image development, context, and elements and principles of art and design.

#### PHOTOGRAPHY 12 (Advanced)

Photography skills including composition, understanding and applying different styles, proper file management, editing with different apps, and learning about the creative people who have contributed to this art form. We work exclusively with digital photography. It is a great course for students considering a career in the arts, graphic design, publishing, or marketing or who have a creative side that needs a new outlet. The aim of the course is to expose students to the artistry of photography and to develop a growing understanding of cameras and photographic techniques. Returning students are challenged to explore advanced photographic techniques and continue to develop a refined personal artistic style to take their skills to the next level. All abilities and grades are welcome; no previous experience is required; students are challenged to expand the skill set they come in with. Cameras may be available for students who need them.

#### STUDIO ARTS 12 2D: DRAWING & PAINTING

A continuation for the more serious art students who may want to pursue an art college or university application in 2D media. It offers art studio experiences for students to demonstrate and to cultivate their potential as artists. This course challenges students to synthesize their accumulated skills in both traditional and contemporary art making methods, encouraging a sophisticated understanding of artistic concepts. Students will refine their techniques and delve into nuanced aesthetic considerations. This course could help students to create a selection of work that not only showcases the depth of individual growth but also prepares them for future endeavors in art.

#### STUDIO ARTS 12 3D: CERAMICS & SCULPTURE

Open to all students who have taken any other art courses or have experiences in 3D art. Create more advanced artworks in clay, papier mâché and other mixed media. This course offers a studio setting to provide students with the opportunity to showcase their refined skills and creativity, demonstrating their confidence in the use of the mediums. This course challenges students to combine their previous experiences and knowledge in ceramics and sculpture and create visually interesting pieces that are one-of-a-kinds. Emphasizing conceptual depth, students will engage in projects that challenge their understanding of form, composition, and the narrative potential of three-dimensional art, preparing them for a more sophisticated artistic exploration in post-secondary.

#### YEARBOOK 12

Students interested in photography, journalism, design, business, marketing, and leadership can practice all these skills in Yearbook. We create the school yearbook in an environment set up like a real business. We photograph school events, interview people, design pages, run marketing campaigns and social media accounts, and publish a hardcover book. There is something for everyone in Yearbook! Students must be able to commit to significant lunch and afterschool time in addition to attending classes. No prerequisite course or experience is necessary; cameras and training are provided in class. This is a linear course that runs concurrently with English or a study block. Application forms must be approved by Ms. Ross before students can be officially registered in the course.



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## SEMIAMOO SECONDARY COURSE GUIDE

# ARTS EDUCATION - DRAMA & FILM

## Grade 9

### DRAMA 9

This course requires students to have a positive and cooperative attitude. Emphasis is on vocal projection and building performance confidence. Students will explore improvisation (spontaneous and prepared), scene building and scripted scenes. Students will increase personal development and communication skills.

## Grade 10

### DRAMA 10

This course is intended for those students who have a serious passion for the subject of theatre. The emphasis at this level is on the many roles (on stage and off stage) involved in running a successful show. For this reason, students should be able to work independently and cooperatively with senior student directors.

## Grade 11 & 12

### DIRECTING & SCRIPT DEVELOPMENT 11/12

This course is by application only and designed for the self-directed learner. Responsibilities are solely focused on directing peers and helping them to prepare scripts for performances for school audiences. There are limited spots available, and priority will be given to students with experience in Semiahmoo's Drama program. Any students interested should contact Ms. Gibbs.

### DRAMA 11/12

This course assumes all foundational skills have been built. It is performance driven and designed for serious actors to shine. It focuses on theatre beyond the classroom and explores audition techniques and experience, theatre history, and the monologue, among various scripts and scene work. Students should be inquisitive, decisive, and able to self-reflect.

### THEATRE PRODUCTION 11/12

Theatre Production is about the management of all the technical elements of a show. A theatre production manager works closely with the teacher, student directors and other department heads to make important decisions regarding costuming, props lighting, sound, and marketing/promotion. This course would be for a student who is natural leader and is comfortable taking initiative. Any students interested should contact Ms. Gibbs.



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## SEMIAMOO SECONDARY COURSE GUIDE

### ARTS EDUCATION - MUSIC

#### Grade 8

##### **CONCERT BAND 8**

Grade 8 Concert Band is a full-year course where students learn to play an instrument and make music together as an ensemble. Instrument choices include flute, oboe, bassoon, clarinet, bass clarinet, alto saxophone, tenor saxophone, baritone saxophone, trumpet, French horn, trombone, baritone/euphonium, tuba, bass, and percussion. Unless a student is already playing a band instrument or has one in good working condition that they would like to use, we will help them choose the instrument that best fits their interests and strengths at the beginning of the year. Students will typically need to purchase or rent an instrument, though we do have a limited supply of school instruments available to borrow for families with financial need or for students interested in larger instruments that are harder to rent. Students will build fundamental techniques, music-reading skills, and rhythmic understanding while preparing for several concerts. The class is paired with Grade 8 Physical Education.

For further information on our music program, go to [www.semiahoomusic.ca](http://www.semiahoomusic.ca)

##### **JAZZ BAND 8**

Grade 8 Jazz Band is an enrichment course to Concert Band, where students will be challenged to play more advanced jazz ensemble music, including swing, Latin, and rock/fusion. In this performance-based course, students will learn how to improvise over simple chord changes and develop the ability to play various scales. All Concert Band instruments are welcome, though students will be encouraged to focus on alto saxophone, tenor saxophone, baritone saxophone, trumpet, and trombone. Students interested in playing piano, guitar, bass, and drums should be advanced musicians and will likely need to audition for these parts. This course is typically held after school on Mondays and Wednesdays until 4 PM. Students must be enrolled in Grade 8 Concert Band to participate in this course.

#### Grade 9

##### **CONCERT BAND 9**

Concert Band 9 is a continuation of learning from Grade 8 Concert Band. In this course, students will continue the development of instrumental techniques, music reading, and rhythms while playing in an ensemble context and performing at multiple concerts. The course has high expectations for individual growth and commitment, runs all year, and is paired with Grade 9 physical education. Students in this ensemble will participate in their first band tour, with the goal of achieving 100% attendance. Students without prior band experience who are interested in this course must audition prior to admission to ensure their success.

##### **JAZZ BAND 9**

Students taking this course must also be enrolled in Concert Band 9. This course is for students interested in being challenged as they learn to play in a large jazz ensemble. Students will learn to play various jazz styles, emphasizing improvisation and performance. Instruments students may play in this ensemble include alto saxophone, tenor saxophone, baritone saxophone, trumpet, and trombone. Students interested in playing piano, guitar, bass, and drums should be advanced musicians and will likely need to audition for these parts. This linear course is usually backed with Grade 9 English.

##### **VOCAL JAZZ CHOIR 9**

Suggested Prerequisite: One year instrumental or vocal music in or outside of school as well as a good sense of singing in pitch.

Vocal Jazz Choir is a multi-grade linear course for students in grade 9-12. Rehearsing Tuesday and Thursday after school, vocal jazz choir delves into fundamental elements of music such as theory, listening, rhythm and notes



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## SEMIAMOO SECONDARY COURSE GUIDE

(Sight-singing), expression, improvisation/scat singing skills, and harmony. Unleash your musical potential and discover the magic of jazz harmony in this immersive and vibrant choral experience! Because of the high interest in this course, students will likely need to audition to be in jazz choir. Please contact Ms. Lu for audition information.

## Grade 10

### **CONCERT BAND 10 (2 Courses)**

Concert Band 10 is a continuation of learning from Grade 9 Concert Band. Course content includes advanced development of all music skills primarily focusing on tone, technique, musical styles, cultural/historical context, and performance. The course has high expectations for individual growth and commitment, runs all year, and is usually paired with Grade 10 Social Studies. Students in this ensemble will participate in the department band tour, with the goal of achieving 100% attendance. Students without prior band experience who are interested in this course must audition prior to admission to ensure their success.

### **JAZZ BAND 10 (3 courses)**

Students taking this course must also be enrolled in Concert Band 10. This course focuses on developing the concepts of playing in a jazz ensemble, as well as improving listening and improvisation skills. Students will be introduced to advanced ear training and jazz theory. Additionally, students will receive instruction in CLE within the Jazz Band class and do not need to sign up for CLE as a separate course. This is a linear course offered every second day and is usually paired with Grade 10 science.

### **VOCAL JAZZ CHOIR 10**

Suggested Prerequisite: One year instrumental or vocal music in or outside of school as well as a good sense of singing in pitch.

Vocal Jazz Choir is a multi-grade linear course for students in grade 9-12. Rehearsing Tuesday and Thursday after school, vocal jazz choir delves into fundamental elements of music such as theory, listening, rhythm and notes (Sight-singing), expression, improvisation/scat singing skills, and harmony. Unleash your musical potential and discover the magic of jazz harmony in this immersive and vibrant choral experience. Because of the high interest in this course, students will likely need to audition to be in jazz choir. Please contact Ms. Lu for audition information.

## Grade 11

### **CONCERT BAND 11**

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 this ensemble are committed to participate in all this ensemble's performance endeavors. This is a linear course offered every second day, all year long. Students without prior band experience who are interested in this course must audition prior to admission to ensure their success.

### **JAZZ BAND/JAZZ STUDIES 11 (2 Courses - All year long)**

**Prerequisite:** Students should have completed Grade 10 Jazz Band to enroll in this course or have permission from the director. Students must be enrolled in both Jazz Band and Jazz Studies. In these two courses, students will learn advanced aspects of performance, improvisation, and technique. Students in this ensemble are committed to the endeavors of the band and its many performances and tours throughout the year.

### **VOCAL JAZZ CHOIR 11**

Suggested Prerequisite: One year instrumental or vocal music in or outside of school as well as a good sense of singing in pitch.

Vocal Jazz Choir is a multi-grade linear course for students in grade 9-12. Rehearsing Tuesday and Thursday after school, vocal jazz choir delves into fundamental elements of music such as theory, listening, rhythm and notes (Sight-singing), expression, improvisation/scat singing skills, and harmony. Unleash your musical potential and discover the magic of jazz harmony in this immersive and vibrant choral experience. Because of the high interest in this course, students will likely need to audition to be in jazz choir. Please contact Ms. Lu for audition information.



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## SEMIAMOO SECONDARY COURSE GUIDE

### Grade 12

#### CONCERT BAND 12

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 this ensemble are committed to participate in all this ensembles 'performance endeavors. This is a linear course offered every second day, all year long. Students without prior band experience who are interested in this course must audition prior to admission to ensure their success.

#### JAZZ BAND/JAZZ STUDIES 12 (2 Courses - All year long)

**Prerequisite:** Students should have completed Grade 11 Jazz Band to enroll in this course or have permission from the director. Students must be enrolled in both Jazz Band and Jazz Studies. In these two courses, students will learn advanced aspects of performance, improvisation, and technique. This is the flagship jazz ensemble of the Semiahmoo Music Program. Students in these classes must be committed to playing at an exceptional level and be committed to performing at its many performances and trips.

#### VOCAL JAZZ CHOIR 12

Suggested Prerequisite: One year instrumental or vocal music in or outside of school as well as a good sense of singing in pitch.

Vocal Jazz Choir is a multi-grade linear course for students in grade 9-12. Rehearsing Tuesday and Thursday after school, vocal jazz choir delves into fundamental elements of music such as theory, listening, rhythm and notes (Sight-singing), expression, improvisation/scat singing skills, and harmony. Unleash your musical potential and discover the magic of jazz harmony in this immersive and vibrant choral experience. Because of the high interest in this course, students will likely need to audition to be in jazz choir. Please contact Ms. Lu for audition information.

## CAREER EDUCATION

### Grade 8

#### CAREERS 8 (Non-enrolling)

Students are given the opportunity to meet the present BC Curriculum requirements for Career Education 8 in class through General Explorations A rotations and possible school presentations. Those students who cannot fit this course into timetables will be contacted and asked to complete some online assignments and reflections in teams.

### Grade 9

#### CAREERS 9 (Non-enrolling)

It is a BC Curriculum requirement to complete some training in Career Education 9. Semiahmoo students will complete this course through participation in a variety of presentations and Take Our Kids to Work Day. These opportunities are meant to empower students to see the value they hold in making decisions about their future. All assignments and reflections for this course will be completed online through a CAREERS 9 TEAM.

### Grade 10

#### CAREER LIFE EDUCATION 10 (CLE)

CLE helps you relate your learning in school to the demands of the world beyond. The course provides opportunities for: developing personal financial literacy skills; learning employment skills such as résumé building, interviewing, and delivering presentations; exploring career and education options; developing skills related to well-being; and learning about the grad program. This course is a graduation requirement and must be taken before enrolling in CLC 11/12.\*\* **If you are selecting Jazz Band 10, Video Production 10 Yearbook 10 or Athletic Leadership 10 - please do not select during course selection.**



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## SEMIAMOO SECONDARY COURSE GUIDE

### Grade 11 & 12

#### CAREER LIFE CONNECTIONS (CLC) (4 CREDITS)

This course is best taken in the fall or spring of Grade 11 as we go over applying to university and scholarships; deep research on career options; budgeting for your first year after high school; strengthening your support system by connecting with your community, mentors, and others; and preparing you for the demands of Grade 12 and beyond. We also guide you through the process to complete the government-mandated Capstone project. At Semiahmoo, this course follows a hybrid-learning model. CLE 10 is the prerequisite for this course. Important: A student who completes this course in Grade 11 will not be required to complete the course again in Grade 12. \*\* Do not select if taking Yearbook 11/12.

### Career Education Program for Grades 10,11 & 12

#### Career Education Programs for Grades 10,11 & 12

There are many programs available from the Surrey School District for students who wish to explore career options or develop hands-on skills in a particular area. These include partnership programs, dual credit and high school on campus courses and work experience. Additional information regarding any of the programs below can be found at: <https://www.surreyschools.ca/careereducation>

#### District Partnership Programs - Registration in grades 10, 11 or 12

The Surrey School District, in partnership with local secondary & post-secondary institutes, offers a wide variety of Partnership Programs for students in grade 11 & 12. These enable students to begin career training in a specific occupation and to save money. Surrey School District pays student tuition. Students who participate in a Partnership Program may receive 16-20 elective credits toward secondary school graduation, post-secondary credit, and/or Industry Training Authority (ITA) technical trades apprenticeship training.

\*Note: applications for these programs are primarily completed in grades 10 & 11. Most specialized instruction is completed off site for one-two semesters.

Current programs include automotive technician, electrician, carpentry, explorations in aviation, welding, piping (plumbing), millwright, culinary arts, hairstylist, baking & pastry arts, collision & refinishing, drafting/CADD, nursing prep, early childhood education, heavy mechanical trades, painting and decorating, construction, metal fabrication and horticulture. Students may continue studying & working in specific programs after graduation to apprentice in their chosen area of interest, seeking a higher level of certification, such as a Red Seal.

#### Dual Credit (tuition-free, earning both university & high school credits) and High School on Campus (HSOC) Courses - Registration in grades 10- 12 course dependant.

The Surrey School District along with SFU and Kwantlen Polytechnic University (KPU) have partnered to offer students in grades 11 and 12 with an opportunity to complete a post-secondary course. Students can select from a variety of course options which are taught by university instructors and share a classroom with post-secondary students 1-2 evenings per week during a school semester or during July-August. A list of course offerings and application packages are shared with schools twice each school year.

Applications for the fall term are available in late April and available for grade 10 & 11 students. Applications for the spring term are available in October and available to grade 11 & 12 students. Past HSOC courses have included Child & Youth Care Counselling, Introductory Financial Accounting, Business Mathematics, Computer Systems, Marketing, Organizational Behavior.



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## SEMIAMOO SECONDARY COURSE GUIDE

Dual credit course offerings include Health Sciences, Graphic Design, Community & Public Safety and Introduction to Legal Office Procedures. However, these course offerings may change at any time. Tuition for one course per semester is covered by the Surrey School District.

### Work Experience 12 and Youth Work in Trades -Registration in grades 11 & 12

Students may earn credits (4 credits per 90 hours of work and up to 16 credits for apprenticeship work done under a Red Seal Certified supervisor). Most hours are accumulated outside of the school timetable, but it is possible to complete 2 hours a day within a student's timetable. Students can receive high school credits for structured, part-time, paid or unpaid work in line with their future career goals.

If you are interested in applications or information regarding Partnership Programs, Dual Credit courses, Work Experience or Apprenticeships. Please complete the following form if interested: [CAREER PARTNERSHIP PROGRAMS 2026-2027 – Fill out form](#)

## ENGLISH LANGUAGE ARTS

### Grade 8

#### ENGLISH 8

English Language Arts 8 equips students with the language and literacy skills for success in school, community, career, and life. It provides students the opportunity to become effective communicators, to develop and express their own ideas, and to think deeply and critically about the ideas of others.

### Grade 9

#### ENGLISH 9

English Language Arts 9 equips students with language and literacy skills. Through exploring texts and stories students will understand themselves and make connections to others. Students will develop an understanding of how language works and the skills to use language purposefully. **\*\*Do not select this course if you are taking Jazz Band 9 as it will already be included.**

### Grade 10

**\*\*Students have a choice between the following three courses\*\* all of which are paired with Composition or English First Peoples 10**

**Note: All English courses work to develop these skills:**

- writing, planning, revising, and publishing
- building discussion and presentation skills
- selecting, reading, reflecting on, and connecting with texts
- citing sources, considering the credibility of evidence, and evaluating the quality and reliability of the source

#### 1 - New Media & Composition 10

Explores the increasing importance of digital media in communicating and exchanging ideas and the importance of digital literacy skills. Students have opportunities to demonstrate understanding and communicate ideas through a variety of digital and print media and performances. Students work to create coherent, purposeful compositions and develop their written communication within a community of writers.



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## SEMIAHMOO SECONDARY COURSE GUIDE

### 2 - Spoken Language & Composition 10

provides a variety of opportunities for students individually and collaboratively to study, create, and thoughtfully use language in both traditional and contemporary forms. Students create coherent, purposeful compositions and have the opportunity for performance, storytelling, public speaking, and writing as well as reflecting on performances. Students work to create coherent, purposeful compositions and develop their written communication within a community of writers.

### 3- Creative Writing & Composition 10

provides students opportunities to build their writing skills through exploration of identity, memory, and story in a range of genres. This course invites students to express themselves creatively as they experiment with, reflect on, and practice their writing. The following are possible areas of focus within the course, depending on the teacher and class's interests: contemporary creative forms such as slam poetry, oratory, rap, drama, song, graphic novels; creative non-fiction; historical fiction; poetry, song lyrics; multimodal creative forms that combine visual, written, and oral texts. Students work to create their coherent, purposeful compositions within a community of writers.

### English First Peoples 10

is designed for all students, Indigenous and non-Indigenous, who are interested in exploring First Peoples literature in a variety of contexts, genres, and media. Students explore personal and cultural identities, histories, stories, and connections to land/place and how understanding of texts are historically and culturally constructed. These are examples of possible areas of focus within the course, depending on the teacher and class's interests: examining the Semiahmoo Band's history and connection to the school; thematic study of First Peoples literature (e.g., family, humour, connection to land, resistance, belonging, identity); locally-developed First Peoples texts; oral storytelling and storytelling in a First Peoples context.

## Grade 11

**\*You are required to take one of the following 2 courses\* (Do not select if you are taking Yearbook 11)**

### 1 - Composition 11

supports students as they refine, clarify, and adjust their written communication. Students read and study compositions by other writers and are exposed to a variety of styles as models for the development of their writing. The course helps students to gain independence in studying, creating, and writing original and authentic pieces for a range of purposes and audiences. Building on last year, students spend time thinking about writing and performing for a specific audience; tailoring their writing for a specific purpose; and exploring forms and genres.

### 2 - Literary Studies 11

allows students to delve deeply into literature. Students explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. A close reading of appropriately challenging texts helps students develop higher-level thinking and learning skills. Through reading, reflecting, writing, and performing, students explore their understanding of self and the world.

## Grade 12

**\*You are required to take one of the following 2 courses\* (Do not select if taking Yearbook 12)**

### ENGLISH 12

Develops the skills and knowledge needed for higher-level communication in the real world. It will further extend students 'knowledge and appreciation of literature and media in different forms from a variety of cultures and time periods.



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## SEMIAMOO SECONDARY COURSE GUIDE

### ENGLISH FIRST PEOPLES 12

is grounded in the First Peoples Principles of Learning and is designed for all students, Indigenous and non-Indigenous. Students engage with authentic oral and written First Peoples' stories and accounts, examining the power of storytelling and voice to the process of reconciliation and fostering justice. The course focuses on experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text, including oral story, poetry, song, performance, film, and prose. Students explore what constitutes culture, and how differences between cultures can lead to ethnocentrism, prejudice, stereotyping, and racism.



## EXPLORATIONS A & B

### Grade 8

#### GENERAL EXPLORATIONS 8 A – ADST

General Explorations 8 A is a required course for all Grade 8 students. This is an introductory course, which provides experiences in the following areas:

- Home Economics** - In Foods 8 we will learn the basics of kitchen safety while cooking a variety of foods including, cinnamon pinwheels, pizza, and stir fry. In Textiles 8 we will learn about sewing machines and hand sewing. We will design and create a small stuffie and a pair of pajama shorts.
- Technology Education** - Students will get a chance to experience drafting and design principles as they get to build projects from wood and metal. They will be asked to use their creativity to guide them as they design and build various projects over the ten weeks. Students will learn about shop safety and the proper use of hand tools and machinery. Students will complete projects and learn to work cooperatively. Emphasis is on developing good work habits.



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## SEMIAMOO SECONDARY COURSE GUIDE

### GENERAL EXPLORATIONS 8 B - ADST (\*Students taking band will not take this course)

This is a foundation course including study in both arts, technology, media arts, and career education.



**Visual Art 8** - Grade 8 students will experience work in both two-dimensional and three-dimensional forms. Many of the skills in art foundations will be explored, including color theory, elements and principles of design and basic areas of visual expression.

**Drama 8** - Students will participate in a variety of creative activities that introduce nonverbal and verbal communication. The basics of staging and voice will be highlighted. The focus at this level is on working cooperatively.

**Computer Studies & Communication Devices 8** - The two goals of this course will be: (A) Developing skills for using a computer in an academic / business setting (Microsoft Word and PowerPoint). We will learn how to use: Tables, Heading Formats, Images & How to wrap text around them. (B) Multimedia (video editing in Adobe Premiere). We will learn how to put together: photos, videos, sound effects, background music to make small videos.

## INTERNATIONAL BACCALAUREATE (IB) PROGRAM

The IB Diploma Program (DP) is a rigorous, academically challenging, and balanced program of education designed to prepare students aged 16 to 19 for success at university and in life. The DP aims to encourage students to be knowledgeable, inquiring, caring, open-minded and to develop intercultural understanding and the attitudes necessary to appreciate a range of viewpoints.

The DP provides the opportunity to develop both disciplinary and inter- disciplinary knowledge that meets the rigorous standards set by institutions of higher learning around the world.

To ensure both breadth and depth of knowledge and understanding, students choose courses from the following subject groups: studies in literature; language acquisition; individuals and societies; sciences; mathematics; and the arts. Most subjects may be taken at either standard level (SL) or higher level (HL).



## SEMIAMOO SECONDARY COURSE GUIDE

To earn the full diploma a student must take three subjects in HL and three subjects in SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the program.



### ADMISSION REQUIREMENTS:

Students must complete the application package available online at <https://www.surreyschools.ca/semiahmoo/apply-join-us-at-semiahmoo-secondary>. Due to limited space, admission to the program may not be available, but a waitlist will be maintained.

Applications for the Diploma Program are open from mid-November to mid-December. Applications for the Certificate Program runs concurrently with course selection during late January and February. Please check <https://www.surreyschools.ca/semiahmoo/apply-join-us-at-semiahmoo-secondary>.

Applicants must have credits for all Grade 10 required courses by the time they start the IB program. To prepare for admission to the IB Program, it is recommended that students gain a breadth of experience in community service, leadership, athletics, fine arts, and extracurricular academics, such as robotics camp, essay competitions, and science fairs.

### PROGRAM REQUIREMENTS:



## SEMIAHMOO SECONDARY COURSE GUIDE

IB Diploma Students can select three Higher Level (HL) and three Standard Level (SL) courses from three Pathways of Choice. Pathways are intended to allow students to enroll in the IB courses for a given career path:

1. Natural Sciences: Engineering, Mathematics, Physics, Computer Science
2. Life Sciences: Biology, Biochemistry, Environmental Sciences, Pre-Medicine
3. Humanities: English, Languages, History, Fine Arts, Business, Pre-Law, Political Science

You can be more flexible and consider choosing subjects from different pathways depending on your strengths. However, you need to be aware of university entrance requirements. Although not all career paths are represented. If unsure which courses to choose, make an appointment with the IB Coordinator to discuss the choice of subjects that best fits each student's aspirations.

The two-year course options within the pathways of choice are below. HL courses take three semesters to complete for two years, and SL courses require two semesters for two years. Course students select from one to three courses only at a Higher Level and/or Language acquisition courses at a Standard Level and TOK.

### PATHWAYS OF CHOICE:

	<b>Group of subjects</b>	<b>Pathway One: Engineering/ Math/ Computer Science</b>	<b>Pathway Two: Life Sciences/ Pre-Medicine/ Dentistry</b>	<b>Pathway Three: Humanities/ Languages/ Pre-Law/ Business</b>
1	Language A	English A SL or HL	English A SL or HL	English A HL or SL



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2	Language Acquisition <sup>1</sup>	French B SL OR Spanish B SL	French B SL OR Spanish B SL	French B SL OR Spanish B SL
3	Individuals and Societies	Geography SL or HL OR History SL or HL	Geography SL or HL OR History SL or HL	History SL or HL OR Geography SL or HL
4	Experimental Sciences	Both needed: Physics HL Chemistry HL	Both needed: Biology HL Chemistry HL	Biology SL
5	Math	Math A &A HL	Math A & A SL or HL	Math A & A SL (or Math A & A HL recommended for Business)
6	The Arts – Visual Arts			Visual Arts HL <sup>2</sup> OR an additional subject from Groups 3 or 4
<b>CORE: TOK, Extended Essay, CAS</b>		CORE	CORE	CORE

<sup>1</sup>If you are a new English speaker and you have not had the opportunity to take French or Spanish, you may request to study your home language in a self-taught literature course to fulfill your second language requirement. If you meet the requirements and would like to study the self-taught language course, contact or email your request to the IB coordinator directly after submitting your application.

<sup>2</sup>Visual Arts HL is recommended for students with strong technical skills in art.

### COURSE DESCRIPTORS

#### GROUP 1:

##### IB ENGLISH (SL/HL)

IB English is a rigorous course that makes an in-depth examination of the major elements of literature. In it, students engage in independent literary criticism in a manner that reveals a personal response to literature. They learn to express ideas with clarity, coherence, and fluency in both written and oral communication as well as appreciate the similarities and differences between literary works from different time periods and cultures. The course prepares students for the demands that will be placed on their written and oral communication skills in the post-secondary system. Furthermore, the course is envisaged as a vehicle to enrich the international awareness of participants; to develop in them the attitudes of tolerance, empathy, and a genuine respect for perspectives different from their own.



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### GROUP 2:

#### **IB FRENCH B (SL)**

IB French is a language-learning course designed for students with some previous learning of that language. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and is related to the culture concerned. The taught material will enable students to develop mastery of language skills and intercultural understanding. IB French B (SL) is completed within one year.

#### **IB SPANISH B (SL)**

IB Spanish is a combination of Spanish 11, 12 and first year university Spanish. It is a language course designed for students with a background in Spanish (Sp9 and Sp10 are mandatory). The focus of the course is on language acquisition and the development of language skills. The course is conducted entirely in Spanish and focuses on intercultural understanding. Students will learn to communicate effectively in Spanish, both orally and in writing, and will read a variety of novels, texts, short stories and articles in the target language. A commitment to reading is required. IB Spanish B(SL) is completed in one year.

### GROUP 3:

#### **IB GEOGRAPHY (SL/HL)**

IB Geography (Standard and Higher Level) is a two-year course that covers both physical and human geography. Topics include understanding and managing physical hazards such as earthquakes, hurricanes, and droughts. Students look at the challenges and opportunities for humans in extreme environments like deserts and the far North. Students analyze changing patterns in population, migration, gender issues, resource consumption, and wealth over time and between the developed and developing world. In HL Geography, there is also a focus on the advent of globalization with increasing integration of the global economy and the positive and negative socio-economic impacts.

#### **IB HISTORY SL/HL**

The IB History curriculum covers a wide range of events predominantly from 20th century history. Topics include Tsarist Russia through the Revolution of 1917, both World Wars, and the Cold War. But the course is so much more. Not satisfied with only knowing what happened, we explore why and how by asking tough - even controversial - questions, and by challenging accepted beliefs. Over the two years of the program, we will make connections from the past, not only to identify immediate consequences, but to also learn how events of the past affect us today.

### GROUP 4:

#### **IB BIOLOGY (SL/HL)**

Students aim to question, investigate, and understand the living world at all levels using many different approaches and techniques. In year one, students explore molecular biology, the cell, genetics, evolution, ecology, and biodiversity. In year two, students further their understanding of the interconnectedness of the living world through the study of metabolism, human physiology, and plant biology. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers, and evaluate and communicate their findings. The nature of science, as an overarching theme, will allow students to appreciate the global context of scientific study.

#### **IB CHEMISTRY (HL)**

This course will introduce scientific techniques for Measurement and Data Processing. We will explore Stoichiometric Relationships, Atomic Structure, trends in Periodicity, Chemical Bonding, Energetics, Chemical



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Kinetics, Equilibrium, Acids and Bases, Electrochemistry and Organic Chemistry. This two-year course combines academic study and the development of practical and investigational skills. Students will use the scientific method, developing and testing hypotheses, critically analyzing their results, and concluding based on their experimental data.

### IB PHYSICS (HL)

This two-year course will provide students with an understanding of the dual nature of Physics both theoretical and practical as well as it will increase their command of the use of Mathematics as the language of Physics. This course will explore concepts ranging from Newtonian mechanics up to modern Physics; it has a heavy emphasis on laboratory work as an integral part of the learning process.

A main objective is to challenge students to think about and analyze how physical principles have been applied to construct and alter our material world to suit our needs. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic, and environmental implications of the work of physicists. Students will also explore the international context within which physics exists and examine issues from more than one side.

### GROUP 5:

#### IB MATH ANALYSIS AND APPROACHES (A&A) SL OR HL 11

*Pre-Calculus 11 strongly recommended for SL, Required for HL*

In the first year of the two-year Diploma Programme, students will enroll in either A&A Standard Level or A&A Higher Level. Both courses are one semester in length and cover much of what is covered in Pre-Calculus 12, but the Higher-Level course focuses on developing mathematical concepts in a more comprehensive, coherent, and rigorous way. In the second year of the Diploma Programme, students who complete A&A SL 11 will continue with A&A SL 12 which meets every other day all year. Students who successfully complete A&A HL 11 will continue with A&A HL 12 which meets every day all year. Students who struggle with A&A HL 11 may switch to A&A SL 12 at the start of the second year, keeping in mind that one of their other SL classes will need to switch to an HL class.

*Graphing calculator is required.*

#### IB MATH ANALYSIS AND APPROACHES (A&A) SL 12

*At least a 3 in IB Mathematics 11 SL strongly recommended*

The IB Diploma Programme mathematics standard level course is for students with knowledge of basic mathematical concepts who are able to apply simple mathematical techniques correctly. The course provides students with a sound mathematical background to prepare for future studies in subjects such as chemistry, economics, psychology, and business administration. Students will be introduced to important mathematical concepts through the development of mathematical techniques in a way that emphasizes subject comprehension rather than mathematical rigour. Students should, where possible, apply the acquired mathematical knowledge to solve realistic problems. Students will explore a topic of their own choosing and develop a reasoned and reflective paper called a Mathematical Exploration.

*Graphing calculator is required.*

#### IB MATH ANALYSIS AND APPROACHES (A&A) HL 12

*At least a 5 in IB Mathematics 11 HL strongly recommended*

The IB Diploma Programme A&A higher level course is for students with a strong background in mathematics and competence in a range of analytical and technical skills. Students will be likely to include mathematics as a major component of university studies—either in its own right or within courses such as physics, engineering or technology. The course focuses on developing important mathematical concepts in a comprehensive, coherent, and rigorous way through a balanced approach. Students will explore a topic of their own choosing and develop a reasoned and reflective paper called a Mathematical Exploration.

*Graphing calculator is required.*



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### GROUP 6:

#### IB VISUAL ARTS (HL)

The IB Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

### CORE:

#### THEORY OF KNOWLEDGE (TOK)

As a course, the Theory of Knowledge is centered at the heart of the International Baccalaureate program. Students will have the opportunity to reflect on themselves as knowers in the act of knowing. The core theme, therefore, is “Knowledge and the Knower” and will ask “What shapes my perspective?” This emphasis will be supplemented with an investigation into two of the following optional themes: Knowledge and technology, Knowledge and language, Knowledge and indigenous societies, Knowledge and politics and Knowledge and religion.

They will be challenged to reflect critically and become increasingly aware of the complexity of their knowledge. In this course, they will delve deeply into the foundations of knowledge, comparing, contrasting, and making connections between the five different areas of knowledge (AOK). These AOKs will become the subjects of critical inquiry as they explore what it means to “know” in each area as they also examine the ethical issues and the different ways of knowing that are prominent in each area.

#### EXTENDED ESSAY (EE)

Extended Essay, a compulsory requirement of the IB Diploma Programme, is an independent research-based essay of maximum 4,000 words written under the guidance of a schoolteacher-supervisor.

The Extended Essay demands an in-depth study of a student-chosen topic that is aligned with one of the IB Subject Areas. The aims of the EE are to provide students with the opportunity to:

- conduct independent research on a focused topic
- form a clear and arguable research question/thesis
- develop research, communication and writing skills
- develop critical and creative thinking
- learn how to properly document sources used in paper
- experience the excitement of intellectual discovery

By completing the Extended Essay, the Diploma Candidates will be well prepared for the expectations of any college or university for research and writing assignments.

#### CREATIVITY ACTION SERVICE (CAS)

Creativity: Exploring and extending ideas leading to an original or interpretative product or performance

Activity: Physical exertion contributing to a healthy lifestyle

Service: Collaborative and reciprocal engagement with the community in response to an authentic need

CAS complements the academic demands of the IB Diploma programme and offers a balance to academic pursuits developing the whole person. CAS is experiential learning. In addition to academic/intellectual skills, CAS engages other intelligences in order for students to learn by doing. Key to a student's CAS program is personal engagement, choice, and enjoyment of CAS experiences. Students can fulfill their CAS requirements through the many extra-curricular activities available at Semiahmoo, but many CAS experiences can also be completed out of school. Students should undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18



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months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their portfolio, students will demonstrate achievement of the seven CAS learning outcomes. Students will attend a monthly mandatory CAS class in Year 1 for lessons, activities and portfolio working time and will participate in three formal interviews with their CAS supervisor.

# LANGUAGES

## Grade 8

### FRENCH 8

This course builds upon acquired knowledge and skills from elementary school, to offer students an opportunity to increase their level of competence in listening, speaking, reading and writing. Students will learn French through Comprehensible Input methodologies, like storytelling, story-asking, Movie Talk, Picture Talk, among others. Students will be immersed right from the beginning in a communicative environment, that resembles the way we learned our first language: a relaxed, fun and caring environment that focuses on acquiring language not learning about it.

Due to the cooperative nature of this course, regular attendance is very important.

## Grade 9

### FRENCH 9

As students gain proficiency in French, they will learn to communicate clearly and effectively in the target language. Students will be able to narrate stories orally and in writing, they will engage in short conversations and will be able to express themselves with growing fluency.

Due to the cooperative nature of this course, regular attendance is very important.

### SPANISH 9

This course is an introductory Spanish course for those students that have little or no background in Spanish. Students will learn Spanish through Comprehensible Input methodologies, like storytelling, story-asking, Movie Talk, Picture Talk, among others. Students will be immersed in the language right from the beginning, in a communicative environment, that resembles the way we learn our first language: a relaxed, fun and caring environment that focuses on acquiring the language not on learning about it.

## Grade 10

### FRENCH 10

Students will continue developing their abilities to communicate effectively in French through listening, speaking, reading, and writing. Due to the cooperative nature of this course, regular attendance is very important.

### SPANISH 10

As students gain proficiency in Spanish they will learn to communicate clearly and effectively in the target language. Students will be able to narrate stories orally and in writing, they will engage in short conversations and will be able to express themselves with growing fluency: ask and respond to a variety of questions, describe situations, express opinions on familiar topics, express hopes, and desires, among other things.



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### Grade 11

#### **FRENCH 11**

Students will continue their acquisition process by listening, reading, and creating stories. Students will read novels in the target language and be able to make intercultural connections. A deep understanding of the culture of the target language will be developed. By the end of the course, students will feel more confident in their ability to communicate both orally and in writing in the target language.

#### **SPANISH 11**

Students will continue their acquisition process by listening, reading, and creating stories. Students will read novels in the target language and be able to make intercultural connections. A deep understanding of the culture of the target language will be developed. By the end of the course, students will feel more confident in their ability to communicate both orally and in writing in the target language.

### Grade 12

#### **FRENCH 12**

Students will continue their acquisition process by listening, reading, and creating stories. Students will read novels and articles in the target language and be able to make intercultural connections. They will also listen to podcasts and watch documentaries and be able to talk about their understanding of the topics discussed. A deep understanding of the culture of the target language will be developed. By the end of the course, students will feel more confident in their ability to communicate both orally and in writing in the target language.

#### **SPANISH 12**

Students will continue their acquisition process by listening, reading, and creating stories. Students will read novels and articles in the target language and be able to make intercultural connections. They will also listen to podcasts and watch documentaries and be able to talk about their understanding of the topics discussed. A deep understanding of the culture of the target language will be developed. By the end of the course, students will feel more confident in their ability to communicate both orally and in writing in the target language.

### LEADERSHIP

### Grade 9

#### **STUDENT LEADERSHIP 9**

This course offers students the chance to learn and practice leadership skills. The main goals of the Leadership 9 course are to provide students with an opportunity to assess their personal leadership strengths, to analyze community needs, and to work collaboratively on projects based on these needs. Topics to be covered include organizational skills, communication skills, leadership styles, event planning, motivation, and group dynamics. In



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the process, students will make a positive difference for others at Semiahmoo Secondary and in the local community.

\*Students who want to participate in this course must apply and have a recommendation from a teacher.

## Grade 10

### ATHLETIC LEADERSHIP 10-12 (2 courses)

This course allows students to develop, enhance and apply collaborative skills in physically active leadership settings. Students will have many schools and community sport responsibilities and an application with references is required for this course. Course is yearlong, runs outside of the timetable and includes CLE (for grade 10's) or CLC (for grade 11/12's who have not taken it). When selecting this course, as a grade 10, you still need to select a grade 10 PHE. If selecting this course as a grade 10 or grade 11/12 do not select CLE or CLC.

\*Students who want to participate in this course must apply and have a recommendation from a teacher.

### STUDENT LEADERSHIP 10

Students will explore and develop key leadership skills that are essential for both personal growth and making a positive impact within their school and community. This course will focus on effective communication, teamwork, problem-solving, and decision-making, while also emphasizing the importance of integrity and ethical leadership. Students will engage in hands-on projects, fostering school initiatives that promote inclusivity, school spirit, and community involvement. Through collaborative activities, service learning opportunities, and reflective practices, participants will cultivate a strong sense of responsibility, empathy, and confidence as they work to inspire and lead others in meaningful ways. By the end of the course, students will be equipped with practical leadership tools to create positive change both in school and beyond

\*Students who want to participate in this course must apply and have a recommendation from a teacher.

## Grade 11 & 12

### STUDENT LEADERSHIP 11/12 - Level One

This course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. Through class activities, readings, guest lecturers, and event planning, students learn about different styles of leadership and develop their own leadership skills. Students organize school-wide events such as the Terry Fox Run and the "Spirit of Semiahmoo" Christmas Dinner for less-fortunate families. Students also develop their public speaking skills and learn how to chair a meeting. This is a linear course and students are selected through an applications process.

### STUDENT LEADERSHIP 11/12 - Level Two

Students taking the course for the second time will still participate in all of the activities in Level 1 but also get the opportunity to take on more leadership roles within the group. Students practice their skills from Level One and learn skills for handling conflict; addressing ethics in leadership; and overcoming obstacles. Students assess their leadership traits and skills to improve their own leadership performance. This is a linear course and students are selected through an applications process.

***Note: As a linear course, Grade 11 students will be backed with CLC and Grade 12 students will be backed with a study block if they already have CLC.***



# MATHEMATICS

## Policy for Challenging Math Courses

### All Grade 8's:

- All grade 8 students will be enrolled in Scimatics 8. Which means there is no avenue to challenge or skip Math 8 at Semiahmoo Secondary.

### Returning students:

#### Grade 9's:

- Grade 9 students who wish to challenge Math 9 at Semiahmoo Secondary must do so in the Spring or Summer of the previous year.
- If students are successful in the challenge process, they will be enrolled in Math 10 only IF there is space available in the course. Priority will go to those students who are in Grade 10.

#### Grade 10's:

- It is Semiahmoo Secondary's strong recommendation that students in Grade 10 take Math 10 at the school and not online or through the challenge process.
- If the challenge process is chosen, then students wishing to challenge Math 10 must do so in the Spring or Summer of the previous year.
- If students are successful in the challenge process, they will be enrolled in Math 11 only IF there is space available in the course. Priority will go to those students who are in Grade 11.

#### Grade 11's:

- It is Semiahmoo Secondary's strong recommendation that students in Grade 11 take Math 11 at the school and not online or through the challenge process.
- If the challenge process is chosen, then students wishing to challenge Math 11 must do so in the Spring or Summer of the previous year.
- If students are successful in the challenge process, they will be enrolled in Math 12 only IF there is space available in the course. Priority will go to those students who are in Grade 12.

### New Students

- New students may have the opportunity to challenge a math course if timing and space allows.
- Students who take the challenge exam in September will not have changes made to their first semester schedule. The student's counsellor will look to see if there is a class in the second semester available for the student to enter. Again, priority is given to students in that grade level (ex: grade 11 students have priority for grade 11 courses.)

\*\* It is Semiahmoo Secondary's Policy that students may only challenge courses, one year ahead. Meaning, Grade 9 students cannot be enrolled in a Math 11 course and Grade 10 students cannot be enrolled in a Math 12 course.

## Grade 8

### SCIMATICS 8

Students in *Scimatics 8* develop both their Math skills and Science knowledge through solving problems with others, carrying out their own investigations, and exploring the local environment. As students apply their understanding across disciplines, they will make meaningful connections between Math and Science, as well as to their own lives. By course end, students will be able to better interpret evidence, positively contributing to the world around them. Please note, all grade eight students are enrolled into *Scimatics 8*.



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### Grade 9

#### MATHEMATICS 9

The Mathematics 9 curriculum is designed to encourage a deeper understanding of the following key concepts through concept-based learning.

1. Rational numbers and number operations are powerful tools for understanding and exploring the world around us.
2. Proportional reasoning using similar figures helps to reveals the essential relationship between their attributes so that we can exploit their properties to fuel innovation.
3. Recognizing and extending patterns allows us to make generalizations and accurate predictions. Continuous linear relations can be represented in many connected ways.
4. Representing complex relationships using algebraic expressions and equations can help us solve problems with greater accuracy and speed.
5. Understanding the use of probability and statistics in society empowers us to interpret data critically and make informed decisions.

#### MATHEMATICS 9 TRANSITIONS

This course is for students who have received an Emerging in Mathematics 8 and who intend to meet their mathematics graduation requirements with **Workplace Mathematics 10** and **Workplace Mathematics 11** and who plan to enter the workforce upon graduation.

### Grade 10

**\*Students have a choice between the following 2 courses:**

#### 1. WORKPLACE MATHEMATICS 10

WM 10 provides students with skills necessary to be informed citizens, prepares them to become confident in using mathematics in the workplace and prepares them for a number of vocational and trade programs. Topics include algebra, geometry, measurement, number, statistics, and probability. Upon successful completion of this course, students will enroll in **Workplace Mathematics 11**.

#### 2. FOUNDATIONS OF MATHEMATICS AND PRE-CALCULUS 10

Foundations of Mathematics and Pre-Calculus 10 provides a more theoretical focus than the other pathways, to prepare students for advanced studies in mathematics. Students intending to study mathematics, science, and/or engineering at the post-secondary level should take this course, as it is the prerequisite for both **Foundations of Mathematics 11** and **Pre-Calculus 11**.

### Grade 11

#### WORKPLACE MATHEMATICS 11

WM 11 satisfies the Ministry Graduation requirement for a mathematics course at the Grade 11 level. The common core topics are problem solving techniques, measurements, data analysis, income and budgeting, business finance, investment, loans, insurance, and cost of housing. This course cannot be used for university entrance.

**Or FOUNDATIONS OF MATHEMATICS 11**



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*Foundations of Mathematics and Pre-Calculus 10 strongly recommended.*

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus, such as Sociology, Politics, Psychology, Arts or Humanities. Topics include measurement (rates and scales), geometric reasoning (angles and triangles), non-right triangle trigonometry, logical reasoning, spatial puzzles, statistics (normal distribution, interpretation of statistical data), 2-variable linear inequalities, quadratic functions, and history of mathematics.

### **Or PRE-CALCULUS 11**

*C+ in Foundations of Mathematics and Pre-Calculus 10 strongly recommended*

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus, such as mathematics, science, engineering, medicine, or commerce. Topics include algebra and number, trigonometry, and relations and functions. **Pre-Calculus 11** is required for entrance to many universities and technical schools.

## Grade 12

### **FOUNDATIONS OF MATHEMATICS 12:**

This course is designed to develop the skills required for mathematical modelling including the use of technology to represent and model the observed behaviour of quantities that arise in the sciences, personal finance, probability, statistics, and geometry. Topics include geometrical constructions, financial planning, probability, combinatorics, and regression analysis using polynomial, exponential, logarithmic and sinusoidal functions. This course is not intended for students preparing to take Calculus.

### **PRE-CALCULUS 12 (C+ in Pre-Calculus 11 strongly recommended)**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus, such as mathematics, science, engineering, medicine, or commerce. Topics include algebra and number, sequences and series, function analysis and mathematical modelling.

*Graphing calculator is required.*

### **CALCULUS 12 (B in Pre-Calculus 12 strongly recommended)**

This course is highly recommended for students planning to study calculus at the post-secondary level. It surveys the main topics that will be covered in first and second semester university courses including limits, differentiation and its applications, integration, and its applications. The BC Calculus Challenge exam is available for those students who want to challenge first semester calculus at UBC, SFU, UVic and UNBC. *Graphing calculator is required.*

## PEER TUTORING

## Grade 11 & 12

### **PEER TUTORING 11 (Introductory)**

Offers the opportunity for students to explore and recognize how people learn, including themselves. Students will be provided with opportunities to learn positive role modeling, interpersonal skills, empathy, leadership,



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teamwork and conflict management strategies. There will be a focus on positive, personal and social interactions with others, with the intention of contributing to the overall culture of a safe and healthy school. Peer tutoring is a participation-based course that provides students the opportunity to be proactive in providing assistance and mentorship to others in their school community. Students will work under teacher supervision in a variety of learning contexts where they will personally engage and build connections. A student will have a basic understanding of Learning Disabilities, ADHD and other factors which impact on student learning and achievement. They will understand the purpose and need for effective communication skills, the variety of teaching & learning styles that people have, and the effectiveness of teaching others as a means to developing a greater competence with curricula.

### **PEER TUTORING 12 (Advanced)**

Expands on leadership & tutoring skills built during the introductory course. Various skills, attributes, and knowledge will be sharpened to become a successful leader in helping others to learn. Students will learn about a variety of student learning styles, communication skills, memory techniques, thinking skills, reading strategies, and/or organizational skills. Students will focus on applying these skills in any or all of the following tutoring settings: large group, small group, one-on-one. This course allows students to enhance their sense of connectivity to their school and instills a sense of ownership of their learning through creative and critical thinking. Students will have a greater understanding of the complexity of the teaching-learning process, and the importance of the human relationship in that progression.

## PHYSICAL & HEALTH EDUCATION

### **Grade 8**

#### **PHYSICAL & HEALTH EDUCATION 8**

The goal of our physical and health education program is to instill an appreciation for an understanding of the benefits of leading an active and healthy lifestyle. Students will engage in the course content through four curricular competencies: physical literacy, healthy and active living, social and community health, and mental well-being. Students will learn how daily participation in physical activity, making healthy choices, building healthy relationships, and advocating for the health and well-being of others influences their physical, emotional, and mental health.

### **Grade 9**

#### **PHYSICAL & HEALTH EDUCATION 9**

The goal of our physical and health education program is to instill an appreciation for an understanding of the benefits of leading an active and healthy lifestyle. Students will engage in the course content through four curricular competencies: physical literacy, healthy and active living, social and community health, and mental well-being. Students will learn how daily participation in physical activity, making healthy choices, building healthy relationships, and advocating for the health and well-being of others influences their physical, emotional, and mental health.

### **Grade 10**

**\*Students have a choice between the following 4 courses:**

#### **HEALTH AND WELLNESS FOR BODY AND MIND 10**



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This course is designed to provide a positive and safe space for female students, students who identify as she / her and those who identify as non-binary, to gain an appreciation of, and desire for, an active healthy lifestyle and a positive sense of self. The course will be a combination of physical activities similar to typical PHE class with (volleyball, badminton, etc.) along with classroom / chat sessions which may include topics such as: body image, social media, mental health, nutrition, relationships, etc. The focus will be engaging in activities that foster healthy relationships and behaviours and nurture *all* dimensions of wellness; social, emotional, mental and physical health. Healthy body - healthy mind.

### **PHE COMPETITIVE 10**

Emphasizes skill refinement, strategies, and performance enhancement to excel in sports and other physical activities. This course is ideal for students interested in more advanced skills and tactics training in a competitive environment.

### **PHE LEARNING 10**

Emphasizes holistic development, nurturing fundamental movement skills, promoting health awareness, and fostering a positive attitude towards physical activity. The focus is to develop physical literacy, including motor skills, coordination, teamwork, and overall fitness.

## **Grade 11 & 12**

### **ACTIVE LIVING 11/12**

The goal of our physical and health education program is to instill an appreciation for and an understanding of the benefits of leading an active and healthy lifestyle. Students will engage in the course content through three curricular competencies: health and well-being, safety, and participation. Students will learn how physical activity is an important part of overall health and that finding enjoyable activities can motivate people to routinely pursue opportunities to be active. They will also learn how to safely participate in physical activities to prevent injuries and lead a lifelong active and healthy lifestyle.

### **ATHLETIC PERFORMANCE 11/12**

This course designed for students who are highly competitive and are taking PHE to not only become fitter and stronger, but to become a better athlete in their respective sport(s). Students will engage in the course content through three curricular competencies: health and well-being, safety, and participation – through competition in sport and high-level athletic training. Outside guests may be invited to share their knowledge and expertise as it pertains to fitness, strength, mobility, mental health, and goal setting and achievement. Students may also review literature and studies on fitness, conditioning, goal setting and achievement, as well as the latest information and training modalities that students may use to benefit their athletic performance. Students will also learn to utilize and value the resources and facilities available to them in their immediate community for more a more sustainable and practical fitness approach. Students will leave the course with the knowledge and confidence to continue to lead an active and healthy lifestyle, including the initiative and motivation to continue to seek more resources, information, and training modalities.

### **HEALTH AND WELLNESS 11/12**

Students will explore the importance of physical and mental well-being through a variety of fitness routines, games, outdoor pursuits, classroom wellness lessons and workshops. They will be encouraged to continue and create healthy living habits and explore activities that promote a life-long active lifestyle. Students will be able to create



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individual goals related to their personal health and wellness in a safe and nurturing environment. This course seeks to provide students with the opportunity to create and engage in a balanced approach to health and wellness.

### INTRAMURAL LEADERSHIP 11/12

Designed for the leader in you. This course allows students to develop, enhance and apply collaborative skills in a physical active leadership setting. Students are responsible for organizing, implementing, and designing the lunch time Intramural program. This is a linear course and runs outside the schools timetable.

\*Students who want to participate in this course must apply and have a recommendation from a teacher.

### OUTDOOR EDUCATION 11/12

Find your adventurous spirit. Students develop knowledge, skills, and an appreciation for the outdoors by participating in a wide variety of outdoor experiences such as rock climbing, cycling, kayaking, camping, and hiking, just to name a few. Ideal for students wanting to create lifelong memories and with a career interest in the adventure recreation fields, tourism, resource management and ecotourism.

### STRENGTH AND CONDITIONING 11/12

This course will give students the tools and resources needed to be physically fit and healthy for a lifetime. This course involves vigorous physical activity designed to improve student's fitness and knowledge of maintaining a healthy lifestyle. Students will be able to develop an individual training program that includes all aspects of health-related fitness including muscular strength, muscular endurance and cardiovascular endurance. These programs will be designed in order to reach personal health related goals. This course is open to all students.



## SCIENCE

### Grade 8

#### SCIMATICS 8

Students in *Scimatics 8* develop both their Math skills and Science knowledge through solving problems with others, carrying out their own investigations, and exploring the local environment. As students apply their understanding across disciplines, they will make meaningful connections between Math and Science, as well as to their own lives. By course end, students will be able to better interpret evidence, positively contributing to the world around them. Please note, all grade eight students are enrolled into *Scimatics 8*.

### Grade 9

#### SCIENCE 9



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## SEMIAMOO SECONDARY COURSE GUIDE

This course builds upon the basic foundational skills learned previous. In Biology, students expand their knowledge by learning about cell division (mitosis, meiosis) and its role during reproduction. In Chemistry, students further their atomic understanding, exploring how electron arrangement impacts reactivity. In Physics, students dive into the world of electricity, studying circuits through voltage and resistance. In Cycles, students learn about important nutrient cycling and its significance in ecosystem sustainability. Inquiry-based projects and laboratory work allow students to communicate their learning of big ideas in each unit.

## Grade 10

### SCIENCE 10

Students will inquire about the world around them through four major topics: Genetics, Chemistry, Energy, and Astronomy. The Genetics section will explore how DNA is the basis for diversity of living things. Chemistry will build upon the knowledge of formula and reactions, investigating energy changes required to rearrange atoms in different processes. Students will engage in conservation of Energy, describing how its transformation affects living things and the environment. In Astronomy, students will study the formation of the universe, explaining using the Big Bang theory. Science 10 is the final course before the Science curriculum branches off into their respective focuses.

## Grade 11

### CHEMISTRY 11

This survey course will give students the opportunity to explore many branches of chemistry, building upon the foundational skills gained in previous classes. The course will have students navigate through studying matter, reactions, mole-stoichiometry calculations, atomic theory, solutions, and organic chemistry. Students will have opportunities to develop lab skills, using scientific techniques to record measurement observations. Students will collect data, analyze results, and report findings in a scientific manner. Strong mathematical skills are recommended.

### LIFE SCIENCE 11

This lab-oriented course is designed to introduce the history and diversity of life on earth. Through exploring Curricular Competencies, students will learn to evaluate their methods and experimental conditions, interpret graphs and diagrams, critically analyzing the validity of scientific models and sources. This course introduces various technical skills including work in microscopy and dissections. The three main themes are Characteristics of living things, Processes of evolution, and Taxonomy. Under these themes, the curriculum will specifically cover basic ideas around cells, biodiversity, evolution, viruses, taxonomy, microbiology, botany, zoology, and ecology. Students will learn how scientists classify living things, examining features and adaptations of various organisms. As the course progresses, it demands students be prepared to develop strong scientific academic writing techniques and understand biological terminology. These skills extend into *Anatomy and Physiology 12*, and will prove beneficial for first year post-secondary courses.

**Curricular Big Ideas:** Life is a result of interactions at the molecular and cellular levels; Evolution occurs at the population level; Organisms are grouped based on common characteristics.

### PHYSICS 11

This course introduces scalar and vector concepts through motion, including displacement and velocity. Students examine how forces cause acceleration, manipulating equations and interpreting graphs. Students learn how mechanical energy transfers between kinetic and potential, emphasizing problem solving and data collection. The main topics include kinematics, dynamics, energy, waves and circuits.

### SCIENCE FOR CITIZENS 11



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## SEMIAMOO SECONDARY COURSE GUIDE

This course is designed for students wanting to explore the science of everyday life with a focus on the workplace. Units studied include climate change, wellness, natural disasters, and resources with a connection to modern technology.

### Grade 12

#### ANATOMY AND PHYSIOLOGY 12

This academic course focuses on the complexities and interrelationships between genetics, organs systems, and homeostasis. These topics are explored through curricular competencies and practical proficiencies that emulate scientific investigation. A strong *Life Science 11* background, along with *Chemistry 11* and/or *Math 11* complement this course by establishing the needed foundations for experimentation, microscopy and dissection skills that are further developed using a senior biology perspective.

**Curricular Big Ideas:** Homeostasis is maintained through physiological processes; Gene expression through protein synthesis is an interaction between genes and the environment; Organ systems have complex interrelationships to maintain homeostasis.

#### CHEMISTRY 12

This course builds on *Chemistry 11*, providing students opportunities to explore topics in greater detail. Students will continue developing skills in critical and abstract thinking, problem solving and chemical techniques. The course will address Kinetics and the factors that affect reaction mechanisms. It will focus on different types of Equilibria and Acid/base definitions, as well as redox reactions in Electrochemistry. Strong mathematical skills are recommended along with a good understanding of *Chemistry 11*.

#### ENVIRONMENTAL SCIENCE 12

Environmental Science 12 is ideal for students passionate about environmental issues, human impacts on the planet, and those considering careers in environmental studies, earth sciences, or life sciences.

The course focuses on the interconnectedness of natural systems, living organisms, and human communities. Students will explore how human actions impact environmental health and sustainability. Through hands on projects, fieldwork, and the study of local and global ecosystems, students will learn to develop sustainable practices and create action plans to address environmental challenges while giving back to both the local environment and community.

The Big Ideas of the course include:

- **Water Systems:** Investigate the importance of freshwater resources, the water cycle, and human impacts on water availability and quality.
- **Climate Change:** Analyze the causes and effects of climate change, with a focus on mitigation strategies and adaptation.
- **Land Use and Sustainability:** Explore how land is used for agriculture, industry, and urbanization, and assess methods for achieving sustainable land management.
- **Global Environmental Changes:** Examine large-scale environmental changes, such as deforestation, pollution, and biodiversity loss, and their effects on ecosystems and human societies.

#### PHYSICS 12

Classical mechanics, electricity and electromagnetism are investigated. Opportunities are provided to understand and apply the principles and concepts of physics and to develop analytical and problem-solving skills.

#### LABORATORY TECHNOLOGY 12 (Application Required)



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## SEMIAMOO SECONDARY COURSE GUIDE

This course is designed to be independent and self-directed, allowing students to develop the skills and attitudes of being lab assistants. It will provide students with opportunities to utilize science safety procedures, review proper equipment techniques and prepare classroom experiments. Students will receive an in-depth study of inventory management, as well as workplace organization preparedness. They will critically evaluate resources based on appropriateness, with opportunities to explore laboratory technology related careers.

## SOCIAL STUDIES

### Grade 8

#### SOCIAL STUDIES 8

(7<sup>th</sup> Century -1750) Focuses on the interconnectedness of global society; discoveries and innovations; the pace, pattern and directions of historical change; intercultural contact and conflict. Students will make personal, local, global, and interdisciplinary connections between past, present and future while being introduced to the complexity of Civilizations, World Religions, the Middle Ages, the Renaissance, the Reformation, and the English Civil War.

### Grade 9

#### SOCIAL STUDIES 9

(1759-1919) Focuses on ideas and ideologies such as colonialism, imperialism, nationalism; as well as the social, economic, and political influences of the physical environment. Students will make personal, local, global, and interdisciplinary connections between past, present and future while being introduced to the complexity of Revolutions and disparities in power, technological change, Nationalism, the Geography and Resources of Canada, Canadian Confederation, Canadian Cultural Identity and Human Rights.

### Grade 10

#### SOCIAL STUDIES 10

(Canada and the World 1914-Present) Focuses on the development of Canada as a Nation. It examines the social, political, and economic structure of our nation, regional geography and resources, development patterns and issues, it also focuses on local, national, and global conflict; the development of political organizations; political decision-making and societal change; as well as the development and perspective of Canadian society.

### Grade 11 & 12

#### 20<sup>th</sup> CENTURY WORLD HISTORY 12

If you like history, you will love this course! This course is a world history course, which deals with the major events of the 20th Century. Topics include World War One, the growth of Communism and Fascism, World War Two, the Cold War, the Post-War World, the Gulf War and the Middle East, China and the Far East and Africa. History 12 is designed to stimulate discussion of world events, to develop student's critical thinking skills and challenge their personal values and political points of view. *There is no final exam requirement in this course, however; students will be required to express a logical and informed point of view verbally and in writing.*

#### CONTEMPORARY INDIGENOUS STUDIES 12



## SEMIAMOO SECONDARY COURSE GUIDE

Contemporary Indigenous Studies aims to explore the identities and worldviews of various Indigenous groups throughout the world. Students will analyze diverse perspectives on issues and events related to community, governance, identity, culture, and global trends. The recognition of Indigenous groups reclaiming their mental, emotional, physical and spiritual well-being despite the continuing effects of colonialism will be explored. Additionally, students will inquire into the issues surrounding self-determination and the need for all colonial societies to work together to address injustices.

There is no final exam requirement in this course; however, student participation and careful consideration of perspective and bias is a necessary component.

### LAW STUDIES 12

This is a practical course focused mainly on the workings of the Canadian legal system, including the rule of law, rights and freedoms, criminal offences, arrest and detention, the court system, policing and the penal system. This course is not intended to produce “mini-lawyers” but rather give students a broad understanding of criminal law and how legal processes work and affect their daily lives. A field trip to a courthouse, along with guest speakers, will further enhance student learning. *There is no final exam requirement in this course, however, students will be required to participate and learn about case studies of current and past court cases throughout the course.*

### PHYSICAL GEOGRAPHY 12

If you are interested in learning about the physical environment around you and how we depend upon, adapt to, and modify that environment, this is the course for you! From tourism to engineering to economics to ecology and much more, Physical Geography 12 ties into so many subject areas and potential jobs and businesses. Major topics include Tectonic Processes (i.e. earthquakes and volcanoes), Gradational Processes (i.e. erosion and mass wasting), glaciers, rivers, wetlands, coasts, deserts, weather, and climate change. Within these topics, we will look at case studies locally, nationally, and internationally. While there is no final exam requirement, this is a foundation course that will prepare students for related courses at college and university. Physical Geography 12 - the world is waiting!

### POLITICAL STUDIES 12

Political Studies 12 aims to enhance your knowledge, abilities, and your willingness to participate actively and responsibly in civic life. The course is both academic, requiring study, analysis, and written composition, and “hands-on”, providing you with opportunities to voice your opinion and debate with others on political and civic matters – from local to global. It will focus on historical developments in political studies, political theory, Canadian governance, democratic institutions, citizen power and engagement, and current events. It will prepare the student for their role as an active, knowledgeable citizen in our democracy, as well as provide good preparation for any university level Political Studies courses the student may take after graduation.

### SOCIAL JUSTICE 12

Social Justice 12 focuses on the causes of complex social injustices and their impact on society. Students will inquire how these issues are connected and how their worldview shapes and informs their understanding of social justice. Topics of focus include equity, values and morals, justice and social service, privilege and power, activism, and advocacy, marginalized and vulnerable groups.

*There is no final exam requirement in this course; however, student participation and careful consideration of perspective and bias is a necessary component.*



## PSYCHOLOGY

### Grade 11

#### PSYCHOLOGY 11

Psychology is the science of “**Why we do what we do?**”

Psychology 11 provides you with a general understanding of the major theories, key studies, and leading thinkers in psychology. The course focuses on Development Psychology and allows you to reflect on your own identity development. You are responsible to lead and participate in weekly forums on psychological issues and to complete a survey experiment as a final project.

### Grade 12

#### PSYCHOLOGY 12

Psychology 12 is an introduction to the scientific study of the way in which people's thoughts, feelings, and behaviours are influenced by the social environment. Grade 12 focuses on **Social Psychology** and studies the phenomenon of **social influence**. In a group you will research and present the findings of a major social experiment and replicate an experiment as a final project.

## STUDENT SUPPORT

#### ACADEMIC SUPPORT (LST)

The purpose of academic support is to promote success in academic subjects through tutorial instruction, assist students' efforts to develop organization and study skills and provide skill-building strategies/support for areas of learning difficulty. Classrooms equipped with technology and resources serve as tutorial centers where students receive subject support, participate in one-on-one and group tutorials, and work on skill-building activities. In addition to the academic support room, learner support team staff members may also support students in the subject classrooms. LST teachers communicate students' academic needs to classroom teachers and advocate and design relevant accommodations that will promote success.

Access to support through the LST program is based on academic needs and the availability of space. Students who are having academic difficulties should see their school counsellor to explore options.

#### BUILDING ACADEMIC, SOCIAL, AND EMPLOYMENT SKILLS (BASES) PROGRAM

**B.A.S.E.S.** is a strength-based program that embodies Semiahmoo Secondary's core values of *community, connection, and courage*. Students with diverse abilities, skills, and talents are provided with personalized, equitable, and practical experiences that build academic, social and employment skills, with the overarching goal of preparing students for a successful, fulfilling life after high school. **B.A.S.E.S.** supports students with a wide variety of needs, and works with school staff, outside agencies, and families, to create challenging and achievable goals. To students working on life skills, **B.A.S.E.S.** offers a variety of community outings, such as swimming, bowling, work experience and grocery shopping; at the school, students contribute to the community through carrying out school jobs, such as recycling, teacher package delivery, and working in our coffee cart program. For students requiring less support with life skills, **B.A.S.E.S.** offers the option of enrolling in elective and academic courses, with a daily Learning Support Block. In short, **BASES** encapsulates the brilliance of our students who are supported by educators and IESWs who care deeply, and strive to drastically enrich and improve each student's respective quality of life.



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## SEMIAHMOO SECONDARY COURSE GUIDE

### COUNSELLING

Counselling services are a personal, educational, and career service for students and a resource for teachers and families. Counsellors act as advocates for students and their families. Seeing a counsellor is facilitated by a simple appointment system within the school. In particular, the counsellors provide the following services:

Personal Counselling - confidential discussion of personal concerns.

Educational Counselling - selection of courses, program planning, graduation requirements, post-secondary entrance requirements, and reference materials.

Career Counselling - exploration of values, interests, abilities, needs, establishing career goals, and exploration of related occupations. Careers department can also assist in this area. Please see Ms. Pajic.

Referrals - after consultation, counsellors will provide appropriate referrals to other school services or community resources.

### ENGLISH LANGUAGE LEARNERS (ELL) PROGRAM

ELL courses enable English language learners to develop oral and written English so that they can fully participate in the regular school program. We help students adapt to and function more successfully in the culture of the school and the community.

Selection into the program is based on assessment results and/or teacher reports. ELL students are enrolled in both ELL classes and regular classes, depending on their English proficiency. Students with a proficiency close to grade-level English are typically enrolled in a regular academic program and their progress is monitored. They can access support from ELL teachers when needed.

**Levels of Language Proficiency for ELL students:** Beginning, Developing, Expanding, Consolidating, Bridging

#### ELL Courses:

**ELL Reception Level** is a year-long course that teaches the basic skills of reading, writing, listening, and, in particular, speaking. This class helps students build basic English skills for everyday communication.

**ELL Level 1** is a year-long course that teaches the basic skills of reading, writing, listening, and speaking. This class helps beginner students gain the foundational skills (such as phonics and spelling) that are necessary to developing their reading and writing abilities.

\*(Grade 10-12 students in this class receive course credits for Skills for Success 10 and 11.)

**ELL Level 2** is a year-long course for students with some proficiency in English. This class helps students improve their reading, writing, speaking, and listening skills, with a focus on preparing them for future academic courses.

\*(Grade 10-12 students in this class receive course credits for English Language Development 10 and 11.)

**ELL Level 3** is a year-long course that focuses on strengthening the students 'reading, writing, listening, and speaking skills. Students at this level of proficiency should be able to comfortably converse in English and are prepared to broaden their skills within more academic contexts.

\*(Grade 10-12 students in this class receive course credits for Academic Language Intro and Academic Language 10.)

**Academic Language 11** is for focused practice and instruction in sentence structure, academic composition, and analysis. Students will work with a wide range of materials designed to help them prepare for the demands of the senior English curriculum. This is a 4-credit course.

**ELL Support** is a class designed to help students achieve the learning goals of their mainstream academic courses.

### LIBRARY LEARNING COMMONS

Semiahmoo's library boasts over 17,000 titles, over 15 magazines, and one daily newspaper subscription. Access to the internet and the school network are also available. The teacher-librarian will help students locate materials, use computers, write bibliographies, and take and/or organize research notes.

