

# ÉCOLE SALISH

## SECONDARY SCHOOL



GRADE 10-12  
CURRICULUM AND COURSE  
SELECTION HANDBOOK  
2025/2026



# Welcome to École Salish Secondary

## HOME OF THE WOLVES

The courses offered at École Salish 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 to 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 selections determine what courses will be offered the next school year. It takes several months to build the master timetable and requests for changes are not usually accommodated. Please take care when selecting 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

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Mr. Michael Haffner	Vice Principal (A-HARR)
Mr. Jason Anderson	Vice Principal (HARV to PARK)
Ms. Michelle Larsen	Vice-Principal (PARKER-ZZ)
Ms. Angie Baumgartner	Vice-Principal (PARKER-ZZ)

### Counsellors

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Ms. O'Brien	(F-LI)
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Ms. Black	(RU-Z)
Ms. Bolognese	

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Counselling	Chris Black
English	Robin Speed
Fine Arts	Sofia Trujillo
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Home Economics	Ravinder Sodhi
Inclusion	Angie Baumgartner
Indigenous Learning/LEAP	Lauren Compton
Information Technology	Leanne Whynot
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Mentorship	Elisa Preston
Modern Languages	Natalie Kidwell
Physical Education	Kyle Pedersen
Performing Arts	Jenny-Lynn Jensen
Racial Equity	Francesca Bonamis
Science	Naj Gill + Yogita Rai
Social Studies	Jeremy Third
Technical Education	Krista Robinson

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# GRADUATION PROGRAM

The Graduation Program is a chance for you to discover what you want to do in the future. This booklet will help you get started. It explains what is required and where you have choices. Every student in the Graduation Program has to pass certain basic courses, like English, Math and Science. The table below gives an overview of what you will need to graduate:

- 48 credits from required courses (12 courses)
- 28 credits from elective courses (7 courses)
- 8 credits from Career Education Courses (2 courses)
- 4 credits Indigenous focused course (1 course)
- Capstone Project

Preparing now will help ensure you get the credits you need to achieve your goals. The graduation requirements will be introduced in CLE 10.

REQUIRED COURSES	
SUBJECT AREA	Minimum Credits
English First Peoples 10 ***	4
a Language Arts 11	4
English Studies 12 or English First Peoples 12 ***	4
Social Studies 10	4
Social Studies 12	4
Science 10	4
a Science 11 or 12	4
a Mathematics 10	4
a Mathematics 11 or 12	4
Physical & Health Education 10	4
A Fine Arts and/or Applied Skills 10, 11 or 12	4
<b>Total (11 courses)</b>	<b>44 credits</b>
ELECTIVE COURSES	
Students must earn at least 28 elective credits for Grade 10 – 12 courses. (7 courses)	28 credits
CAREERS	
Career Life Education	4 credits
Career Connection Capstone	4 credits
<b>OVERALL TOTAL</b>	<b>80 credits</b>

\*\*\*One course must be Indigenous focused, which EFP 10 satisfies. If you completed Grade 10 at another school, or do not have EFP 10, you need to select English First Peoples 12 or another Indigenous focused course\*\*\*

To determine the high school courses required for post-secondary programs please refer to [www.educationplanner.ca](http://www.educationplanner.ca)

# My Graduation Plan NAME: \_\_\_\_\_

Grade 10		Grade 11		Grade 12	
1. An English 10	Credits 4	1. An English 11	Credits 4	1. English First People 12 or English 12	Credits 4
2. Social Studies 10	4	2. A Social Studies 11	4	2. Career Life Connections	4
3. Math 10	4	3. A Math 11	4	3. 12	4
4. Science 10	4	4. A Science 11	4	4. 12	4
5. Career Life Education 10	4	5.	4	5.	4
6. Physical & Health Education 10 (PE)	4	6.	4	6.	4
Total Credits Grade 10	= 32	Total Credits Grade 11	= 32	9. Capstone Project (4)	= 36

## COURSE REQUIREMENTS:

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

English First Peoples 10	4 credits
Mathematics 10	4 credits
Physical Education 10	4 credits
Career Life Education 10	4 credits
Social Studies 10	4 credits
Science 10	4 credits
Arts Education <b>or</b> Applied Design, Skills & Technologies (10/11/12)	4 credits
A Language Arts 11	4 credits
A Social Science 11 or 12	4 credits
A Science 11 <b>or</b> 12	4 credits
Mathematics 11 <b>or</b> 12	4 credits
English Studies 12 or English First Peoples 12	4 credits
Career Life Connections 12	4 credits
<b>SUB TOTAL</b>	<b>52 credits</b>

### **Elective Courses**

All must be of grades 10, 11 or 12 level

A minimum of 16 credits must be grade 12 level (4 courses), including English Studies 12 or English First Peoples 12 and Grad Transitions. Provincial Literacy Assessments and Provincial Numeracy Assessments will replace provincial exams.

**28 credits**

## **GRAND TOTAL**

**80 credits**

# CAREER EDUCATION

\* To graduate, a student is required to complete 2 courses in Career Education: CLE 10 and CLC 11 or 12

The Career Education curriculum involves students in research, problem solving, and decision making relevant to career planning. Students need opportunities to explore and research a multitude of education and career pathways. These pathways require graduates who can confidently be self-direct, display initiative, set priorities, establish goals, and take responsibility for pursuing those goals in an ever-changing society. Career Education offers individual students' opportunities to acquire the knowledge and competencies necessary for success in school, in the workplace, and in their daily lives.

## GRADE 10

### **CAREER LIFE EDUCATION - REQUIRED FOR GRADUATION – 4 CREDITS**

CLE is a required course for graduation. It focuses on students gaining a clear understanding of career-life development knowledge, skills, and strategies for life's journey into adulthood, and includes:

- exploring career-life possibilities for adult life, such as roles, opportunities, and community resources
- examining ways to publicly represent ourselves both face-to-face and in digital environments
- practicing inclusive and respectful interactions for various community and work-related contexts
- connecting and engaging with supportive community members
- researching post-graduation options and planning resources, such as labour market trends, budgeting tools, and workplace safety guidelines.

## GRADE 11/12

### **CAREER LIFE CONNECTIONS (CLC)**

CLC is a required course for graduation. It focuses on applying personal career-life management knowledge, skills, and strategies to one's own personal life journey and includes:

- Deepening career-life concepts and thoughtful self-knowledge to inform personal life-long learning choices and post-graduation plans
- Engaging in a substantive experiential learning opportunity of 30 hours or more that is intended to expand and/or deepen student exposure to career-life possibilities, such as service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects
- Designing, assembling, and presenting a capstone to an audience, celebrating the learning journey and next steps toward their preferred futures

## YOUTH TRAIN IN TRADES – SD#36 PARTNERSHIP PROGRAM

Get a head start on your career in the trade industry. Get your first year paid for and receive dual credits! The Youth Train in Trades (District Partnership) programs have been developed by the Surrey School District in partnership with BCIT, Kwantlen Polytechnic University, NVIT, Surrey College and Vancouver Community College. District Partnerships allow students the opportunity to complete part or all of a foundation level trades training program while they are completing their secondary school graduation requirements. Students accepted into a Partnership Program typically spend one semester of their grade 11 or grade 12 school year attending training at the college site. Tuition in these programs is paid for by the Surrey School District. Acceptance is based on an application and interview process. **Please see the Career Centre for course requirements and applications BEFORE February 2025.**

### ***What Youth Train in Trades are offered?***

Auto Collision and Refinishing	Automotive Service Technician
Baking & Pastry Arts	Construction Craft Worker
Carpentry	Culinary Arts
Electrician	Heavy Mechanical Trades
Hairstylist	Horticulture
Metal Fabrication	Millwright
Painter	Piping
Welding	

### ***Non-Trade Dual Credit programs/courses are:***

Automotive/Heavy Duty Sampler  
Criminal Justice Studies  
Drafting/CADD  
Early Childhood Education  
Exploration in Aviation  
Graphic Design  
Introduction to Health Science  
Introduction to Legal Office Procedures  
Introduction to Practice for Child and Youth Care Counsellors  
Nursing Prep

## **YOUTH WORK IN TRADES**

Get a head start on earning your Red Seal Trade Certification with Skilled Trades BC. Youth Work in Trades provides students with the opportunity to work as a youth apprentice while still in high school. Students will earn course credits for every 120 hours of paid work in a trade area. Students can also qualify for \$1000 Youth Work in Trades Scholarship if they have the “approved courses”, a C+ average in grade 12, still employed or studying in a Red Seal Skilled trade and obtain 900 hours of working. **Please see the Career Centre for a Youth Work in Trades package.**



## WORK EXPERIENCE

Work Experience provides students with the knowledge and skills to be successful in the world of work, and the opportunity to explore alternative career pathways. Work Experience can be done during winter, spring, or summer holidays or with a half time academic schedule. Students must complete all the necessary forms and legal documents before counting hours. **Please see the Career Centre for more information as prior approval is required.**

## OPTIONAL PROGRAMS

### LEAP (LEARNING FROM EXPERIENCE and ABORIGINAL PERSPECTIVES)

#### SENIOR LEAP PROGRAM

LEAP is an experiential and holistic learning program, founded in the First Peoples Principles of Learning, for students in grades 8-12. This program offers opportunities to participate in field studies, is geared towards cross-curricular learning, and is rooted in strength-based, experiential learning. The Senior LEAP program is focused on environmental stewardship, social justice, community building and volunteerism.

During the semester, students will complete five, 4 credit courses. LEAP runs for two blocks a day for the duration of the school year (Half Day). Students attend their other required courses and electives in the remaining four blocks (two each semester). Students will benefit from the opportunity to build a strong class community where all opinions and identities are valued. LEAP offers students the ability to show learning in a variety of ways and is aligned with BC curriculum.

#### Grade 10 Credits:

English First Peoples 10  
Social Studies 10  
Science 10  
Physical Health Education 10  
Career Life Education 10

#### Grade 11 Credits:

English First Peoples 11  
Social Justice 12  
Environmental Science 11  
Outdoor Education 11  
Career Life Connections 12

#### Grade 12 Credits:

English First Peoples 12  
Contemporary Indigenous Studies 12  
Environmental Science 12  
Outdoor Education 12  
Career Life Connections 12

Potential field studies include, visiting the Granville Island Writers Festival, Vancouver Aquarium and Surrey Nature Centre, snowshoeing, canoeing, hiking, visiting museums, in class presentations, spending time in nature, volunteering in the community, etc.

## **M.A.S.S. (MEDICALLY-APPLIED SCIENCE STUDIES) PROGRAM**

MASS is a program designed to prepare students for work in scientific, medical, health and sports science fields. All students will take the core courses of:

- Chemistry 11,
- Anatomy and Physiology 12, and
- Academic Writing 11.

We feel that these courses contain essential skills for success in many possible career paths, including medicine, dentistry, veterinary sciences, research or applied sciences, science education, physiotherapy, nutrition, and sport medicine. The program will be delivered in an interdisciplinary manner that highlights connections between the subjects and how they work together to provide a more complete understanding.

### **ENGAGE 11/12**

#### **Engage 11:**

- Physics 11 and Engineering 11

Prerequisites: None.

This is a half day in the TED lab, combining physics theory with hands on applied skill.

Aimed at those students who want to use one of their elective blocks to explore the physics concepts by applying them in Robotics. Students will have the time to design and build their own projects. Some of the projects you will build include a projectile launcher and a self-driving car.

#### **Engage 12:**

- Physics 12 and Engineering 12

Prerequisites: None. \*Note: if you are taking Engage 12 without Engage 11, you should have already completed Physics 11.

This is a half day in the TED lab, combining physics theory with hands on applied skill.

This will allow students to showcase their understanding of Physics 12 through the hands-on learning and projects in Robotics. Some of the projects include soccer robots, sumo battle bots, and a mini magnetic levitation (maglev) vehicle.

## **OPTIONAL ENGAGE COURSES (CAN BE TAKEN IN GR 11 OR 12)**

1. Computing Science 11 and Computing Science AP (gr 12)
  - Gain confidence in coding and programming for Robotics.

# **ENGLISH LANGUAGE ARTS AND LITERACY**

## **GRADE 10**

### **Indigenous Studies Graduation Requirements:**

In the Spring of 2022, British Columbia's Ministry of Education made an announcement that was long overdue. In response to the UN's Declaration of the Rights of Indigenous Peoples Act, as part of the very important work of reconciliation with Indigenous Peoples, the Ministry decided that every student who graduates from high school in BC as of 2024 needs to have had meaningful instruction in Indigenous histories, principles of Learning, and ways of being. Students can meet these new graduation requirements by taking English First Peoples 10 or 12, or Contemporary Indigenous Studies 12.

### **ENGLISH FIRST PEOPLES 10:**

English First Peoples 10 is grounded in the First Peoples Principles of Learning. It is designed for all students, Indigenous and non-Indigenous. The course focuses on the 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. A key feature of the course is its focus on authentic First Peoples voices (i.e., historical or contemporary texts created by or with First Peoples).

It is a rich course focused on the First Peoples Principles of Learning, and primarily using Indigenous texts from around the world. The course includes opportunities for place and space-based learning, for more experiential learning and inquiry, and for more connections with our community and the first peoples with whom we share land.

These two courses meet the Indigenous Focused Course Graduation Requirement.

- English First Peoples spoken Language 10 (2 credits); and,
- English First Peoples Literary Studies 10 (2 credits)

## **GRADE 11**

In Grade 11, students select one 4-cred English course. While each course approaches the study of language through a different lens, reading, writing, thinking and oral language skills are embedded, in addition to Indigenous perspectives.

## **LITERARY STUDIES 11**

Literary Studies 11 allows students to delve deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media.

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world
- further develop higher-level thinking and learning skills

## **SPOKEN LANGUAGE 11:**

This course is designed for students who want to develop their professional presentation skills. Being able to verbally communicate in a professional manner is an invaluable skill that is useful for students in both a school and work environment, as well as in daily life interactions with others and during special gatherings requiring public speaking.

Some of the ways in which students will practice and polish their professional presentation skills may include,

- Delivering formal & informal speeches
- Teaching concepts/skills
- Pitching business proposals & marketing ideas
- Conducting interviews & being interviewed • Broadcasting & Podcasting
- Toasting for special occasions
- Indigenous storytelling & cultural dialoguing

## **COMPOSITION 11:**

This course focuses on formal and professional writing skills required in post-secondary institutions and career settings. The foundation of English grammar, vocabulary, sentence structure, paragraphing, and academic and professional writing will be explicitly taught in this course. Students will be instructed in the writing process, including how to generate, research and outline ideas, to how to draft, edit and polish finished pieces in an academic and professional manner. Learning to write for audience, in depth, and with clarity, voice, style and engagement will also be explored. Additionally, students will be introduced to formal research writing skills, including learning about APA and MLA citations.

Assignments may include any of the following examples:

- Business Email
- Professional PowerPoint
- Research Essay
- Writing Portfolio
- Science Lab Report

## **CREATIVE WRITING 11**

Creative Writing 11 is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and strengthen their skills through writing and design processes. Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they reflect on, adjust, and extend their writing skills.

The following are possible areas of focus within Creative Writing 11:

- Short fiction and poetry (adventure, children’s literature, comic/graphic, fantasy, fan fiction, historical fiction, horror, sci-fi, dystopian, suspense, thriller, tragedy, romance, drama, script writing, authenticity versus sentimentality, literary devices, and techniques)
- Drama and script writing
- Authenticity versus techniques
- Creative non-fiction (features, articles, queries, captions, layout, reporting, interviews, reviews [fashion, movie], advertising, titles, bylines, sample readings)
- Memoir (place-based writing, narrative, film memoir)

## **NEW MEDIA 11**

New Media 11 is a program of studies designed to reflect the changing role of technology in today’s society and the increasing importance of digital media in communicating and exchanging ideas.

New Media 11 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media.

The following are possible focus areas in New Media 11:

- media and film studies – the globalization of the media industry, influence of media on users’ perceptions, and documentaries in the age of digital media
- journalism and publishing – the changing roles and structures within news organizations, and risks, challenges, and opportunities associated with professional journalism
- digital communication – blogging, writing for the web, writing for social media, gaming, and podcasting

# **Grade 12**

## **ENGLISH STUDIES 12**

The required English Studies 12 course builds on and extends students’ previous learning experiences in ELA and EFP 10 and 11 courses. It is designed for all students and provides them with opportunities to:

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

For students entering Grade 12 in 2023, English First Peoples 12 **or** Contemporary Indigenous Studies 12 must be selected if a student wants to select English 12.

### **ENGLISH FIRST PEOPLES 12**

EFP 12 builds upon and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. The course is grounded in the First Peoples Principles of Learning. It is designed for all students, Indigenous and non-Indigenous, who are interested in delving deeply into First Peoples oral and written literature and visual texts in a range of media. The course focuses on the 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. A key feature of the course is its focus on authentic First

Peoples voices (i.e., historical or contemporary texts created by or with First Peoples). In EFP 12, all students:

- examine texts grounded in a diversity of First Peoples cultures, including local First Nations or Métis communities
- extend their capacity to communicate effectively in a variety of contexts • think critically and creatively about the uses of language
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that have shaped and continue to shape their own identities
- appreciate the importance of self-representation through authentic First Peoples text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understandings of what it means to be educated Canadian and global citizens
- While the focus in EFP 12 is primarily on First Peoples voices from British Columbia, students also engage with texts that reflect First Peoples perspectives from elsewhere in Canada and throughout the world.

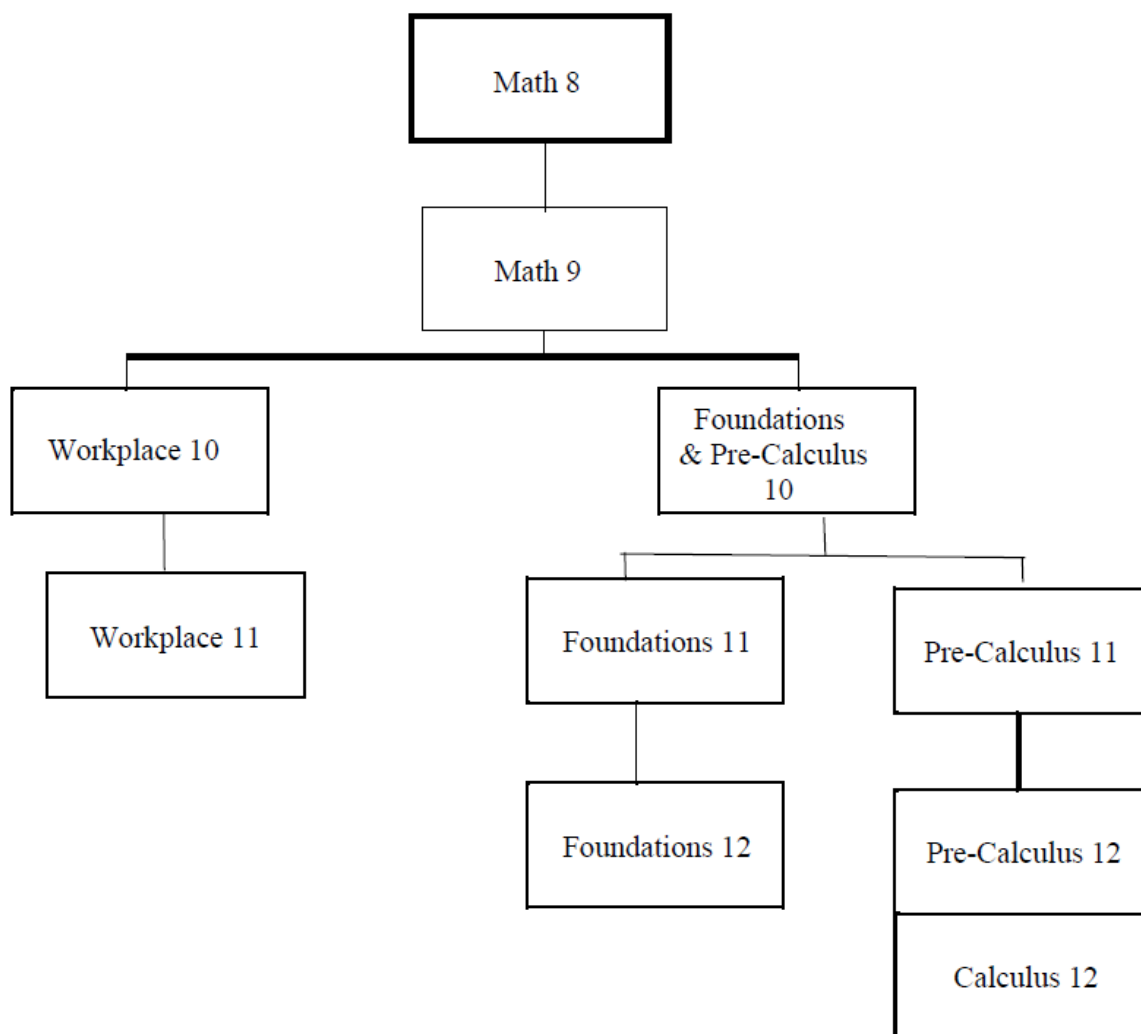
### **CREATIVE WRITING 12**

Creative Writing 12 is an elective course that provides young authors the opportunity to further develop and refine their writing skills through self-expression for various creative purposes. While the course will encourage exploration of personal and cultural identities, memories, and stories in a wide range of genres, students will be able to dig deep into a genre of interest. They will draft and refine a portfolio of personalized pieces with the intent of sharing or publishing their work.

## GRAPHIC TEXTS AND MEDIA STUDIES 12 (New Media 12)

This elective senior English course builds upon the foundations of New Media 11 and Literary Studies 11 with a focus on the interpretation of visual texts and media, such as graphic novels, film, animation, and a variety of on-line sources. Students will consider how a medium effectively conveys a message, tells a story, and/or persuades an audience. This course is designed to be interactive and highly engaging, an opportunity to discuss and immerse oneself in graphic and visual texts.

## INTEGRATED DESIGN & NUMERACY DEPARTMENT



### **Mathematics Pathways for Current Curriculum:**

The goals of all three pathways are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the work force. All three

pathways provide students with mathematical understandings and critical- thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among pathways. When choosing a pathway, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study. To satisfy graduation requirements, students must complete any Math 10 and a Math 11 or Math 12.

## **WORKPLACE MATHEMATICS**

The Workplace Mathematics Pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades at post-secondary and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics, and probability.

The courses offered in this pathway at Ecole Salish include:

Workplace Mathematics 10

Workplace Mathematics 11

\*the above satisfy graduation requirements

Please Note: Completion of Workplace Mathematics may limit a student's ability to enter some educational programs. Parents and students should contact their child's math teacher when a concern or question arises concerning math pathways.

### **WORKPLACE MATHEMATICS 10**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified to graduate high school. This course leads to Workplace Mathematics 11. We will connect your understanding of mathematical operations with formulae and unit conversions and connect the concepts of trigonometry with proportional reasoning. We will use graphs and equations to represent linear relations, investigate angle relationships and use data to analyze trends and relationships. You will be evaluated on how well you know the content as well as what you can demonstrate in all four dimensions of the curricular competencies.

### **WORKPLACE MATHEMATICS 11**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified to graduate high school. We will investigate proportional relationships through scale diagrams and rates of change as well as spatial relationships that can be used to describe and represent real-world experience. We will learn mathematics that will help us to make informed financial decisions and learn to analyze statistics to notice trends and relationships. You will be evaluated on how well you know the content as well as what you can demonstrate in all four dimensions of the curricular competencies.



# **FOUNDATIONS OF MATHEMATICS**

The Foundations of Mathematics 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. Topics include algebra and number, financial mathematics, geometry, logical reasoning, measurement, relations and functions and statistics and probability. Examples of programs that do NOT require calculus are Arts and Social Sciences (Economics, Geography, Psychology, Criminology, Humanities...), Communication and Education. Students should confirm pre-requisites for specific programs at their chosen post-secondary institution. This pathway is designed for the majority of students.

The courses offered in this pathway at Ecole Salish Secondary include:

Foundations of Mathematics and Pre-calculus 10

Foundations of Mathematics 11

Foundations of Mathematics 12

\*the above satisfy graduation requirements

## **FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11. We will learn to understand how to use various mathematical operations to solve powers and algebraic expressions. We will connect your understanding of mathematical operations with polynomial expressions and connect the concepts of trigonometry with proportional reasoning. We will use graphs and equations to represent linear relations and use data to analyze trends and relationships. You will be evaluated on how well you know the content as well as what you can demonstrate in all four dimensions of the curricular competencies.

## **FOUNDATIONS OF MATHEMATICS 11**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs. This course leads to Foundations of Mathematics 12. We will use proportional reasoning to solve triangles and angles and use graphs and equations to represent quadratic functions and systems of equations. We will use logical reasoning to test conjectures and use statistical analysis to represent mathematical relationships. You will be evaluated on how well you know the content as well as what you can demonstrate in all four dimensions of the curricular competencies.

## **FOUNDATIONS OF MATHEMATICS 12**

In Foundations of Math 12 students will develop number sense in financial applications, logical and reasoning, critical thinking skills related to uncertainty, algebraic and graphical reasoning through the

study of relations, and an appreciation of the role of mathematics in society. This course is intended for students that require Foundations of Math 12 for post-secondary entrance. A C+ or higher is recommended in Foundations of Math 11.

**SPECIAL NOTE:** This course is on the list for academically approved grade 12 course for most post-secondary institutions.

## **PRE-CALCULUS MATHEMATICS**

The Pre-calculus Pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra as number, combinatorics, financial mathematics, geometry, logical reasoning, measurement, relations and functions, statistics and probability, and trigonometry. Examples of programs that require calculus include Mathematics, Commerce, Computing Science, Medicine, Science and Engineering. Students should confirm pre-requisites for specific programs at their chosen post-secondary institution.

The courses offered in this pathway at Ecole Salish Secondary include:

Foundations of Mathematics and Pre-calculus 10

Pre-calculus 11

Pre-calculus 12

Calculus 12

\*the above satisfy graduation requirements

### **FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11. We will learn to understand how to use various mathematical operations to solve powers and algebraic expressions. We will connect your understanding of mathematical operations with polynomial expressions and connect the concepts of trigonometry with proportional reasoning. We will use graphs and equations to represent linear relations and use data to analyze trends and relationships. You will be evaluated on how well you know the content as well as what you can demonstrate in all four dimensions of the curricular competencies.

### **PRE-CALCULUS 11**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs which require Calculus. This course leads to Pre-Calculus 12. We will use proportional reasoning to solve triangles and angles and we will connect and extend your understanding of math operations to solve algebraic expressions, rational exponents, and radicals. We will use graphs and equations to represent quadratic and exponential functions. You will be evaluated on how well you know the content as well as what you can demonstrate in all four dimensions of the curricular competencies.

Students will develop numerical, algebraic, and graphical reasoning through the study of topics such as function transformations, exponents, logarithms, sequences and series, trigonometry, polynomials, and rational functions. Pre-Calculus 12 is designed to prepare students for entry into post-secondary programs that require Calculus. A C+ or higher is recommended in Pre-Calculus 11.

**SPECIAL NOTE:** This course is an academically approved course for post-secondary.

## **CALCULUS 12**

Calculus 12 is designed for those who are planning to pursue post-secondary studies in sciences, mathematics, engineering, or business. Though not always required for post-secondary admission, this course is highly recommended to help student prepare for the transition from high school to university mathematics. Students will study rates of change and accumulation through limits, derivatives, integration, and their applications.

## **PRE-CALCULUS 12/AP CALCULUS 12**

This course combines Pre-Calculus 12 and Calculus 12 so that the timeline can accommodate the AP exam in the beginning of May. Topics are identical, only the sequence differs.

## **COMPUTING SCIENCE 11**

Prerequisite: none

If you have ever used a website, mobile app, desktop software, or, played a video game, and wondered how it worked, this is the course for you! In this course you will learn the basic constructs of programming by creating software. Through projects, you will develop an understanding of the concepts and techniques that Computing Scientists and Software Developers use to make programs.

## **COMPUTING SCIENCE 12**

Prerequisite: Computer Science 11

With the basic building blocks from Computer Science 11, Computer Science 12 takes a more in depth look at how we organize memory, and manage complexity to build faster, more efficient software. Time will also be devoted to developing problem solving skills and techniques that are unique to Computing Science. As with Computer Science 11, we will illustrate how these concepts come to life by building software.

## **AP COMPUTER SCIENCE A**

Prerequisite: None

The AP Computing Science A course is an introductory course in computing science. Students will be introduced to fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), and analysis of potential solutions. The course emphasizes both objects oriented and imperative problem solving and design in the Java programming language. After completing the course students may choose to write the Advanced Placement exam in May to earn post-secondary credit.

# **ACTIVE LIVING & HEALTH DEPARTMENT**

## **ACTIVE LIVING 10**

Active Living 10 aims to enable students to enhance their quality of life through regular physical activity, while providing opportunities for growth through reflection and personal inquiry. Students will have various avenues to pursue physical fitness, through individual/dual/team activities.

In this course, we will 1) set personal goals, 2) develop interpersonal skills, 3) develop health strategies, and 4) reflect on the process and our growth. We will develop the Core Competencies through the Curricular Competencies (Active Living, Physical Literacy, Mental Well-Being, Social & Community Health).

## **STRENGTH & CONDITIONING 11/12**

Strength & Conditioning 11/12 is designed to provide students with the knowledge, skills, and confidence to maintain a healthy and active lifestyle. Students will experience a variety of styles of fitness training, with the goal of discovering personal passions and preferences. The class will incorporate structured group workouts, guided training routines, and independently created programs. Students will choose to focus on fitness to improve athletic performance, increasing strength, improving cardio conditioning, building power, and agility.

## **FIT FOR LIFE 11/12**

Fit for Life 11/12 is a class focusing on a well-rounded, holistic approach to Health, Fitness, and Wellness. Focus will be on a holistic approach to health, fitness, & lifestyle choices, including aerobic conditioning, circuit training, monitoring daily steps, nutrition, core strength, flexibility, and mobility. Students will gain experience with goal-setting, nutrition, cardiovascular training, strength training, proactive mobility training, sport psychology, stress management, mental wellness, and emotional wellness.

All fitness levels welcome! The training programs are designed for any level, beginner to advanced.

## **RECREATIONAL LEADERSHIP: WOLFPACKS 10-12**

This is a dynamic course where students mentor grade 8s, fostering an inclusive and welcoming environment. Participants will plan and run events to help grade 8s connect with the school community, develop positive relationships, and build leadership skills through hands-on experience in event planning, budgeting, and team coordination. Ideal for those interested in working with youth, running events, or contributing to the school community. This course offers a rewarding opportunity to make a positive impact.

## **RECREATIONAL LEADERSHIP 10-12 E BLOCK**

Athletic Leadership is designed to promote a positive, active culture at Ecole Salish Secondary, by supporting extra-curricular activities. The class will create an inclusive environment by planning, organizing, and running intramural programs that will be accessible to all students, as well as volunteering for after school events. This course is a linear X Block (September – June), and will meet outside of the timetable. In order to receive course credit, students will be required to complete 80 hours of service over the course of the school year. If you enjoy creating school spirit, this course is for you!

# **INTEGRATED DESIGN & SCIENCE DEPARTMENT**

## **SCIENCE 10**

Students will extend their understanding of the major fields of science. They will be required to perform experiments using the scientific method and demonstrate ethical, responsible, and cooperative behavior. The following topics are the basis for Science 10: Atoms, Molecules, and Reactions, Genetics + Heredity, Energy Transformations and Formation of the Universe.

## **LIFE SCIENCE 11**

Life Science 11 is a survey course of living things. The three themes of unity and diversity, evolutionary change and ecological relationships are used to study different life forms. The investigation and/or dissection of representative organisms are common. The following topics are the basis for Life Science 11: Processes of Science: Correct Lab Techniques, Interpret Data, Use of Scientific Method, Taxonomy: Kingdom System of Classification, Evolution: Process of Evolution, Ecology: Inter-relationships of Organisms within an Ecosystem, Microbiology: Viruses, Bacteria, Plant Biology: Algae, Mosses, Ferns, Gymnosperms and Angiosperms, Animal Biology: Invertebrates and Vertebrates.

## **CHEMISTRY 11**

Chemistry 11 is an introductory laboratory course concerned with the description, classification, and theory of matter. A C+ in Math 10 foundations and pre-calculus is recommended. The following topics are the basis for Chemistry 11: Introduction to Chemistry, Atoms, Molecules and Ions, The Mole Concept, Chemical Reactions, Atomic Theory, Solution Chemistry and Organic Chemistry.

## **PHYSICS 11**

Physics 11 is an introductory course that focuses on the principles and theories of physics, encourages investigation of physical relationships, and illustrates the relationship between theory and application. A C+ in math 10 foundations and pre- calculus is recommended. The following topics are investigated: Kinematics, Dynamics, Energy, Electric Circuits and Optics.

## **SCIENCE FOR CITIZENS 11**

Intended primarily for students who do not intend to continue their studies in science past grade 11. This course is intended for students not proceeding directly to University or University Transfer programs. The activities in this course are designed to develop the critical processing of information. Practical issues relative to society, science and technology form the basis of that information.

## **EARTH SCIENCE 11**

Earth Science 11 is a survey course, which, through lab and field experiments, explores the Earth and its orientation in space. The following topics are the basis for Earth Science 11: Geology, Oceanography, Astronomy, Weather and Earth's History.

## **CHEMISTRY 12**

Our goal in Chemistry 12 is to investigate complex chemical systems at a much deeper level and prepare students for post-secondary studies in science and related fields. Topics include reaction kinetics, equilibrium systems, solubility, acids and bases, and electrochemistry. A minimum of C+ in both Chemistry 11 and Pre-Calculus 11 is recommended.

## **PHYSICS 12**

Physics 12 builds on the topics introduced in Physics 11 and is mathematically more rigorous. The course is designed to help students build analytical and problem-solving skills and provides opportunities for students to apply the concepts of physics to practical situations. A minimum of C+ in both Physics 11 and Pre-Calculus 11 is recommended. The following topics are investigated: Relative Motion and Special

Relativity, Equilibrium, Circular Motion and Gravitation, Momentum, Electrostatics and Electromagnetism.

### **ANATOMY + PHYSIOLOGY 12**

Anatomy and Physiology 12 is a course that focuses on what the human body is made up of and how it works. This course is recommended for those pursuing life sciences in post-secondary. The three themes are around homeostasis, gene expression and human body systems. Dissections are a part of the course. A minimum of C+ in Science 10 or Life Science 11 or Chemistry 11 is recommended. The following topics will be covered in this course: biochemistry, cells, DNA, protein synthesis, replication, enzymes, hormones, body systems (digestive, circulatory, respiratory, nervous, urinary, reproductive).

## **INTEGRATED ARTS & SOCIAL SCIENCES DEPARTMENT**

### **A general note about Social Studies curricular competencies:**

The focus in the modern Social Studies classrooms has shifted away from assessment of the ability to recall content to the practical application of history and geography that students learn about. As such, students will be evaluated on their skills. These curricular competencies fall under the two categories below.

#### Historical Thinking Concepts

Based on the work done by Dr. Peter Seixas, BC has adopted this framework for looking at history. Each of the Concepts is a specific lens through which to analyze parts of history. At each grade from 8-10, students will explore two of these in detail, while practicing those from previous years. At the senior level, students will be expected to engage with all of them and be able to select the concepts that best apply to their current subject matter.

Grade 8 – Historical Significance, Evidence & Interpretation

Grade 9 – Cause and Consequence, Continuity and Change

Grade 10 – Historical Perspective, Ethical Judgments

#### Demonstrating Learning

Though the specific categories may vary from class to class, students will be evaluated on their ability to: formally communicate their learning, use historical fact to support an opinion or position, critically analyze historical fact for accuracy and effectiveness, and engage the inquiry process to demonstrate an understanding of an agent of history.

## **SOCIAL STUDIES 10**

Social Studies 10 focuses on the social, economic, and political developments in 20th Century Canada. Many of us see Canada as an accepting, peace-loving nation, but this was not always the case. Socials 10 will take students through some important events that helped Canada to earn this reputation. Learners will examine Canadian participation in a variety of world events, as well as more local struggles, particularly pertaining to the treatment of Indigenous people and immigrants to the country. Finally, students will dip into the study of human geography, looking at the ways in which human beings interact with and change the environment, and more broadly at the way's countries develop and how we measure this development.

In this final mandatory year, students will complete their initial learning around the six Historical Thinking Concepts, honing those thinking skills so that they can continue to use them in future courses.

### **A general note about senior Social Studies courses:**

All the courses for grades 11 & 12 are coded as grade 12 courses. This means courses taken in grade 11 and/or 12 count towards not only your graduation credits, but also for applications to post-secondary institutions. Because the curriculum has changed over the past three years, more courses are increasingly accepted as entry courses for these institutions. When making your decisions about which courses to take, check the entry requirements for the specific post-secondary programs you are considering.

While inquiry is at the heart of our curriculum, each of our senior Social Studies courses may be taught through a variety of approaches including project-based learning, film study, interdisciplinary learning, simulation-based learning, experiential learning or collaborative learning.

Students can take as many Social Studies courses as they wish but are required to take one senior Social Studies credit for graduation. The Socials department would like to strongly encourage learners to take a variety of courses – there are many areas of study that help students develop skills in a wide variety of ways not only in their pursuit of university and graduation, but for other courses and life in general!

## **WWII HISTORY THROUGH FILM 11**

This course offers an in-depth exploration of World War II Through Film.

It is designed for students wishing to develop a deeper understanding of World War II through a visual lens, in a relevant and engaging format, accessible to all learners. This course will facilitate a deep dive into the social, technological, and ethical ramifications of the Second World War. Using documentaries, movies, and corresponding literature, we will analyze the outcomes and impacts of WWII on society, making connections to continuity and change, and critical inferences about ethical judgment as we connect past to present. A focus will also be the study of the Holocaust within the context of WWII, which will include an inquiry-based approach to the study and interpretation of survivor literature. Using text sources along with a specific focus on film, we can visually examine the individual experience(s) of larger societal conflict and how it shapes and effects humanity.



## **20th CENTURY WORLD HISTORY 12**

20th Century History 12 is an extension of what students learned in Social Studies 10. This course will take a deeper look at the events of the 20th century, a period of one hundred years that changed the world, for better or for worse, and that have given us the social, political, and economic realities of our society today. Content will move away from the Canadian specific context of previous years and focus on multiple different national perspectives.

Potential areas of inquiry: World War I, the Russian Revolution, Totalitarian Leaders (Stalin, Mussolini, Hitler), World War II, Civil Rights Movements, the Cold War, the Vietnam War, the Middle East, Communist China.

## **BLACK STUDIES 12**

Immerses learners in an interdisciplinary approach to understanding African indigeneity and Canada's colonial roots by examining social, cultural, political, legal, economic, and environmental systems that have altered Black ways of knowing and lived experiences. The course is foundationally intersectional, anti-racist, place-based, and student-centered. Black Studies 12 informs and empowers all learners with the opportunity to understand and challenge oppressive systems, explore complex Black identities, and examine how a diversity of Black peoples effected change in colonial British Columbia and so-called Canada. The course will draw from disciplines including social studies, English language arts, science, visual arts, media arts, and music. Learners will critically analyze, discuss, and seek answers to a variety of topics including, but not limited to, Afrocentric History, Settlement in Canada, Afrofuturism, Indigenous peoples in the Caribbean and the Transatlantic slave trade.

Although this course was designed for all students, it will empower African descent youth by celebrating achievements and artistic, scientific, and social/political contributions of Black diaspora, both past and present.

## **CONTEMPORARY INDIGENOUS STUDIES 12**

Explores how the identities, worldviews, and languages of Indigenous peoples are renewed, sustained, and transformed through their connection to the land. Students will explore how Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being, despite the continuing effects of colonialism. Students will learn how reconciliation requires all colonial societies to work together to foster healing, and address injustice.

Potential areas of inquiry: Connect with local Elders to explore the resilience and survival of Indigenous peoples; Apply the First Peoples Principles of Learning to experiential, holistic learning opportunities; Participate in local action that supports the movement towards reconciliation.

## **PHYSICAL GEOGRAPHY 12**

Geography 12 will help students have a greater understanding of the physical world around us. Students will explore how various land features are formed, how they change over time, and how human beings

work with, and are affected by these various processes. Aspects of human geography will be woven throughout the course, as you will explore how human and environmental factors and events influence each other.

Potential areas of inquiry: plate tectonics, gradational forces (rivers, wind, waves, glaciers), weather and climate, biomes and soil, natural disasters, natural resources; demographic patterns of decline, growth, and movement; relationship between First Peoples and the environment; and the relationship between natural resources and economic development.

## **LAW STUDIES 12**

Law is something that affects every person living in Canada, whether we realize it or not. By taking Law Studies 12, you will be engaging in the process of better understanding your rights and responsibilities as a citizen in this country. By examining the Law from a variety of perspectives (historical, citizen, lawyer, investigator), you will not only have a better understanding of how law functions in Canada, but also of your place within the instructions connected to it.

Potential areas of inquiry: historical influences of law, the legislative process, criminal law, family and civil law, youth justice.

## **PHILOSOPHY 12**

This is a course that requires an active, curious mind. Students will engage in the study of philosophy (which translates as “love of wisdom”), by looking at its history, learning about various philosophical approaches, and learn to approach large questions about life in a critical, reasoned fashion. Students will be asked to demonstrate their learning in a variety of ways but must be prepared to engage in thoughtful discussion on a regular basis. Philosophy 12 will hone imaginative and critical thinking skills while evaluating some of the big questions of life.

Possible areas of inquiry: What is Truth? What does it mean to be human? What are good and evil? What is the meaning of life?

## **SOCIAL JUSTICE 12**

Social Justice 12 will explore a wide variety of issues regarding equality, equity, and justice in society. This course encourages students to actively engage with learning both in and outside the classroom, by looking at the ways various groups of people experience and face, marginalization. This is a highly participatory course that requires students to engage in respectful and open dialogue of social issues. Students will be required to regularly engage in self-reflection and social analysis, embrace respect for diversity and inclusion, and exhibit a willingness to take responsible action for change.

Potential areas for inquiry include: beliefs and biases, identity, privilege and systems of oppression, gender issues, racism and anti-racism, LGBTQ+ rights, class inequality, Indigenous rights, social movements and protest, and the roles and activity of government and non-government organizations in these various struggles.

## **ECONOMIC THEORY 12**

Economic Theory 12 is a course for students who are interested in the history of economics. Explore theories that try to explain economic phenomena of the past. Spend time interpreting why and how the economy behaved the way it did in the past, and the way it does today.

Potential areas of inquiry: economic practice from money to mercantilism; classical theories of value, growth, and distribution; classical theories of money, banking, and government economic policy; Marxist economics; neoclassical economics and theories of markets; Keynesian theory of money, investment, and cycles; contemporary economic thought; contemporary economics and First Peoples.

# **BUSINESS EDUCATION**

## **ACCOUNTING 11**

Accounting 11 is an introductory accounting course that will provide students with a broad introduction to accounting concepts and practice. This is a very hands-on course, where students will practice applying accounting concepts through various activities. Most course activities will be completed using Microsoft Excel. Accounting 11 will be extremely useful for any student planning to continue with accounting or business in post-secondary education.

## **MARKETING 11**

Marketing 11 is an introductory course designed to explore the basic concepts and terms of marketing. Students will learn the role that marketing plays in both the business world and in their personal lives as consumers. The market mix (price, product, place, and promotion) will be studied in detail.

# **MODERN LANGUAGES**

## **GRADES 10 – 12**

The Ecole Salish Languages Department provides opportunities for students to develop functional and spontaneous communication skills in the target language and an openness towards other cultures.

Communication in a second language is an appropriate and accessible goal for all learners in B.C. schools. The language program seeks to provide students with the necessary skills to perform real-life tasks, share ideas, acquire information, and get things done. Grammar instruction plays a supportive role, as does training in useful strategies that facilitate communication and comprehension.

Students will participate in a wide variety of speaking, listening, reading, and writing experiences intended to give them every opportunity to expand their understanding and appreciation of a second language and culture.

To encourage openness towards other cultures, the language classes will incorporate elements of the following: anecdotes, cultural comparisons, exposure to food, music, arts, and optional field trips and events.

- A Grade 11 language course may be required for certain university programs
- A Grade 12 language course is helpful for certain university programs

Students completing French 12 are encouraged to write the optional internationally recognized language certificate exam: DELF.

### **FRENCH 10**

This course provides development of communication skills and grammar concepts established in French 8 and 9. Students take part in a variety of communicative situations which stimulate their interest and knowledge of the French culture. Student knowledge of supporting grammatical concepts continues to be developed, as well as the capacity to express ideas, opinions, and preferences in spontaneous conversation.

### **FRENCH 11**

Students continue to increase their abilities to communicate in French with working fluency. Students enhance their own abilities as language learners, develop understanding and appreciation of culture, and explore issues and interests using French as the medium of expression. Successful completion of French 11 provides the minimum language entrance requirement needed for most university programs.

### **FRENCH 12**

French 12 is the culmination of the study of French language and culture. This course emphasizes the refinement of language skills (listening, speaking, reading, and writing) through music, film, and literature. Students continue to develop their working fluency of the French language. Students are encouraged to take the DELF exam. This internationally recognized language skills certification exam is optional and may be taken through the Surrey School District.

### **SPANISH 10**

This course is a continuation of the Spanish 9 program. Students further develop their abilities to communicate effectively in Spanish on a number of topics using language learning strategies. Along with

expanding their conversational skills, students develop increased fluency in reading and writing. Further exploration of Hispanic culture, traditions, food, and music will also be continued.

### **SPANISH 11**

Communication skills continue to develop, and new language structures are introduced. Spanish 11 strengthens and builds on the skills developed in Spanish 9 and 10. Understanding of Hispanic culture and history continue to develop. Successful completion of Spanish 11 provides the minimum language entrance requirement needed for most university programs.

### **SPANISH 12**

This course is a more in-depth look at the basic concepts of the Spanish language and introduces many of the fine points necessary to give a degree of polish and perfection to the student's knowledge of the language in its written and oral forms. Students will continue to work on developing their fluency in the language. Hispanic culture and history will be explored in greater depth.

## **HOME ECONOMICS**

### **FOOD STUDIES 10**

In this course you will sauté, dice, cream and bake your way through a variety of recipes as you prepare healthy and delicious dishes and meals. Learn techniques for making a variety of foods while you explore the foods of Canada and what makes Canadian food unique. Students will continue to use the design process while adding to their culinary repertoire.

### **FOODS & TEXTILES 10**

In this course you will sauté, dice, cream and bake your way through a variety of recipes as you prepare healthy and delicious dishes and meals. As well, if you like to make things to use or wear than this is the course for you. This course includes both learning techniques for making a variety of foods while you explore the foods of Canada and what makes Canadian food unique, while also designing and creating various sewing and craft/home décor items. Whether you are beginning or experienced, develop your cooking and sewing skills to make dishes and garments that are uniquely yours.

### **FOOD STUDIES 11**

Food Studies 11 is a great opportunity to broaden your food knowledge by learning to cook through international cuisine. We will use interesting seasonings and a variety of cooking techniques to learn about food preparation as well as food origins. Your confidence in the kitchen will grow as you gain a better understanding of multiple cooking practices. Global food issues as well as current food trends will also be explored.

## **TEXTILES 11**

Create! Personalize! Design! Gain knowledge and develop your design thinking skills as you construct unique projects and garments using various fabrics and equipment. Whether you have used a sewing machine or not, but have an interest in learning, this course is for you. Students will be given the opportunity to learn and build on skills in areas that are of particular interest to them while being exposed to new and innovative technologies in textile creation and garment construction. Express your creativity by using the elements and principals of design and applying this knowledge using an assortment of fabrics and techniques. Create one-of-a-kind items from fashion to home décor to crafts. Build a portfolio of personal achievements that showcases your knowledge and demonstrates your design and sewing skills.

## **FAMILY STUDIES 12**

Do you remember playing the Game of Life when you were younger? Did you go to university or enter the workforce? Did you get your dream job? The dream house? Children? Were you hit with high taxes and unexpected adversity? There is a reason it's called the Game of Life! Life is a journey with many ups and downs. Family studies is an exploratory course that provides hands-on and practical skills that can be used to handle whatever life throws your way! Topics may include housing, relationships, conflict resolution, gratitude, resiliency, community and culture, child development etc. This course is designed as a Gamified Course—using the Game of Life to explore critical, relevant, and interesting course concepts. Students will explore concepts through communication, critical thinking, and creativity. This is a hands-on, engaging, and practical course!

## **FOOD STUDIES 12**

Who is doing the cooking? Food Studies 12 will further explore new foods, flavours and techniques of haute cuisine that you can take into your future independent life. This course will also explore special dietary needs as well as local and global food supply issues. Skill learned in this course will apply to careers in food science, health care and your everyday life. Discover your creative talents. Study the food concerns and practices of our modern society. Experience multi-product labs where different dishes are prepared and enjoyed. Challenge yourself. This is a course you will definitely enjoy and find useful in the future!

## **TEXTILES 12**

Create! Personalize! Design! Gain knowledge and develop your design thinking skills as you construct unique projects and garments using various fabrics and equipment. Whether you have used a sewing machine or not, but have an interest in learning, this course is for you. Students will be given the opportunity to learn and build on skills in areas that are of particular interest to them while being exposed to new and innovative technologies in textile creation and garment construction. Express your creativity by using the elements and principals of design and applying this knowledge using an assortment of fabrics and techniques. Create one-of-a-kind items from fashion to home décor to crafts.

Build a portfolio of personal achievements that showcases your knowledge and demonstrates your design and sewing skills.

### **PSYCHOLOGY 11**

The world is an incredible place filled with amazing opportunities, experiences, and relationships. It is also a place of difficult realities, hardship, and adversity. Psychology is a field rooted in empathy. It is a course that explores and provides context for how human beings navigate this complicated world. In this course you will explore a variety of issues. What can you do to lower stress levels and increase feelings of joy? How can you effectively navigate conflicts in your relationships? Does hugging actually result in a longer lifespan? How can we create more equitable schools, prisons, and public spaces? This course is designed to provide practical and hands-on skills that students can apply to their own lives—giving a sense of control while building resiliency. Topics of exploration include personality theory, social psychology, body and behavior, mental health, psychological disorders etc. Possible areas of inquiry may include criminal behavior, forensic psychology, dreams, and consciousness and more. Students will explore concepts through communication, critical thinking, and creativity. This is a hands-on, engaging, and practical course!

### **PSYCHOLOGY AND PEER COUNSELLING/MEDIATION 12**

Explore the fascinating world of human behavior and gain invaluable skills in conflict resolution in Psychology and Peer Counselling/Mediation 12. This year-long course is open to any Grade 11 or 12 student, and you will receive credits for two courses. This class is designed for those who are interested in learning about the complexities of human behavior as well as practically applying their knowledge to develop skills in peer counselling and mediation. You will delve into the principles of Psychology, gaining a deep understanding of psychological theories, research methodologies, and the application of psychological concepts in real-world scenarios. Through an in-depth examination of topics such as cognition, social psychology, mental health, abnormal behavior, and neuroscience, you will develop critical thinking skills and explore the complexities of the human mind. Simultaneously, the course integrates a Peer Counselling component, equipping you with practical skills in conflict resolution, communication, and peer-counselling techniques. Through district volunteer opportunities, role-playing, case studies, and hands-on experiences, you will learn to provide an empathic ear, mediate conflicts effectively, fostering empathy, active listening, and collaborative problem-solving.

## PERFORMING ARTS

### DANCE

#### DANCE 10

Students will continue to learn and build on their knowledge of multiple genres including Jazz, Hip Hop, Musical Theatre, Tap, and Contemporary in a fun and supportive atmosphere. Open to all ability levels. This class is perfect for people of all fitness levels to learn new skills in flexibility, strength, and coordination through the learning of choreography. This class would be appropriate for students who have taken dance 8/9 or those who have taken dance in previous years but have not danced recently. Students will advance at individual levels and be encouraged to challenge themselves through establishing individual dance goals. Students will have multiple performance and competition opportunities. This is a linear course running all year.

#### DANCE CHOREOGRAPHY 11

(By teacher invitation/approval only.) This course is for student choreographers and those advanced level dancers, wishing to work towards mentoring students and creating group choreography for stage. Students will be placed with a class to act as peer tutors and learn to create dynamic pieces for stage, using the choreography, cleaning, and planning for stage processes. This course is in addition to a curricular dance course.

#### DANCE 11 - 12

Students will continue to learn and build on their knowledge of multiple genres including Jazz, Hip Hop, Musical Theatre, Tap, and Contemporary in a fun and supportive atmosphere. Open to all ability levels. This class is perfect for people of all fitness levels to learn new skills in flexibility, strength, and coordination through the learning of choreography. This class would be appropriate for students who have taken dance 8/9 or those who have taken dance in previous years but have not danced recently. Students will advance at individual levels and be encouraged to challenge themselves through establishing individual dance goals. Students will have multiple performance and competition opportunities. This is a linear course running all year.

#### DANCE COMPANY 10 - 12

(By teacher invitation/approval only) Advanced level dance class. Students will have opportunities to study many genres including Hip Hop, Contemporary, and Jazz. Students will increase their dance technique and vocabularies through the regular viewing and critiquing of live and recorded performances and through the creation of choreography for stage. Students will learn at an advanced pace and will be encouraged to challenge/push themselves as dancers and choreographers. This class is suitable for students with 4+ years of recent experience in multiple styles and private studio dancers.



## **DANCE CHOREOGRAPHY 12**

(By teacher invitation/approval only.) This course is for student choreographers and those advanced level dancers, wishing to work towards mentoring students and creating group choreography for stage. Students will learn to create dynamic pieces for stage, using the choreography, cleaning, and planning for stage processes. This course is in addition to a curricular dance course.

## **Dance Technique and Performance 10, 11, 12**

(By teacher audition and teacher approval only.) This course is a skills and choreography based class geared to intermediate to advanced dancers looking for more performance and competitive opportunities. Students will audition for various groups (Junior hip hop, senior hip hop, jazz, contemporary teams). Groups will have strict rehearsal schedules, and perform in extra curricular events throughout the year. Full commitment is required to be successful in this year long, linear course.

# **DRAMA**

## **DRAMA 10**

Drama 10 is a fun and challenging course where we review basic acting techniques learned in Drama 9, then move to developing those skills further. Students enhance their knowledge in team building, ensemble creation, solo performance, and theatre etiquette through practice in ensemble work, solo work, and collective creation. Students also have the opportunity to strengthen their reflective skills by providing constructive feedback to their own work and the work of fellow students within the class. Exercises and activities are aimed at improving students' confidence several performance techniques. Topics of study include voice, movement, scripted work, monologues, theatre history and improvisation.

## **DRAMA 11**

Drama 11 is an intermediate acting course designed to strengthen basic acting skills and styles to achieve pre-professional performance. Students will work on individual and group projects to enhance their skills in vocal technique, body movement, scene building, character development, ensemble creation and performance etiquette. Students will also work to enhance their theatrical critique by engaging in professional and student work, as well as direction and scriptwriting. Topics of study include scene/script work, monologues, theatre history, improvisation, play analysis, vocal technique, and character development.

## **DRAMA 12**

Drama 12 is an advanced acting course where students are given opportunities to create professional standard performance within a classroom setting. Strong focus is placed on the actor's individual skills in vocal technique and movement, as well as their ensemble skills in collective creation. This course will

focus on the actor's ability to create an atmosphere of confidence, strong theatre etiquette, and professional standard performance through practice in individual and group projects. Students will also have the opportunity to learn about directing and scriptwriting, as well as critique professional and student performance. Topics of study include scene/script work, monologues, theatre history, improvisation, play analysis, vocal technique, and character development.

### **THEATRE COMPANY 10/11/12**

(By audition only/teacher approval only:) This is an introductory course in play production from start to finish. Students will have the opportunity to work as student actors and study production design and creation from its beginning stages to the final product on stage. Students will gain a perspective on stage management, production elements, performance elements, design, and technical theatre. This is primarily a hands-on, project-based course, with multiple play production possible. Topics studied include set design, costume design, stage lighting, sound operation, theatre terminology, theatre history, company management, budgeting, media, and stage projection.

### **Musical Theatre 10, 11, 12**

This is a performance-based course designed for students in grades 9 through 12 who are passionate and curious about the performing arts.

Whether you are a seasoned performer or new to the stage, this class will help you develop your skills in acting, singing, and dancing. Students will experience the art form of musical theatre through personal study, exploratory projects, applied performance, and exposure to a variety of school, community and professional musical productions. Students will be immersed in a culture of performing arts, with the ultimate goal of pursuing personal and/ or professional goals.

## **MUSIC**

### **CONCERT BAND 10**

Requirements: Band instrument (rent or own) and accessories.

The Concert Band 10 class will be learning and performing a variety of repertoire in classical, contemporary and movie soundtracks. Students will see a significant increase in the complexity (and excitement) of the repertoire (songs). Course material will cover performance style as well as historical and theoretical concepts for a wide variety of musical genres and style periods. As this is a performance-oriented course, students will be expected to participate in a number of community, regional and festival concerts throughout the year. It is the students' responsibility to make the necessary arrangements to attend each performance. Opportunities for multi day international and national playing tours.

### **CONCERT BAND 11: SENIOR WIND ENSEMBLE**

This course will review instrumental techniques introduced in Band 10 and develop them to a more sophisticated level. Students will perform music of various styles and from a variety of historical periods. Students will proceed to a more advanced level of technical proficiency and stylistic interpretation. Students can expect a full range of concert opportunities and Music Festival participation. As part of the compositional component of the course, students should expect greater emphasis on theory, ear training and music history.

### **CONCERT BAND 12: SENIOR WIND ENSEMBLE**

Requirements: Band Instrument (rent or own) and accessories.

This course will review instrumental techniques introduced in Band 10 and develop them to a more sophisticated level. Students will perform music of various styles and from a variety of historical periods. Students will proceed to a more advanced level of technical proficiency and stylistic interpretation. Students can expect a full range of concert opportunities and Music Festival participation. As part of the compositional component of the course, students should expect greater emphasis on theory, ear training and music history. As well, MIDI (musical instrument digital interface) systems, computer aided sequencing and notation software as well as recording and mixing technologies will be available to students for specific applications and projects.

### **STAGE BAND (JAZZ BAND) 10/11/12**

Senior Jazz Ensemble Pre-requisite: Enrolment in a Band course at Salish or director permission

This is the most advanced course in Jazz Studies offered at Ecole Salish Secondary School. Course content will include instruction in jazz performance both as ensemble player and soloist. Students participating in this course can expect to play and perform very challenging literature from all genres and style periods.

### **GUITAR 10 - 12**

This course is designed for students in Grades 9 –12. In guitar class, we explore the rudiments of music (melody, harmony, and rhythm) by exploring a variety of musical styles that elicit various techniques for the playing of the instrument. Upon completion of guitar class, you will have base-knowledge for studying and exploring music on the guitar independently, knowledge of related software/sites that aid in perfecting your skill and develop great musical friendships with your classmates. For advanced guitar students, you will work on your own personal pieces with an emphasis on continuing to improve your technique, reading abilities, advanced chords, arranging songs and song sheets, learning how to use free software and performing abilities.

# TECHNOLOGY EDUCATION

## ADST (APPLIED DESIGN, SKILLS AND TECHNOLOGY)

ADST is an experiential, hands-on program of learning that occurs through designing and creating. It includes skills and concepts from Business Education, Home Economics and Culinary Arts, Information and Communications Technology, and Technology Education.

Design involves the ability to combine an empathetic understanding of the context of a challenge, creativity in the generation of insights and solutions, and critical thinking for analyzing and fitting solutions to context. To move from design to final product or service requires skills and technology.

## TECHNOLOGY EDUCATION

The Technology Education component of ADST introduces students to the design and fabrication of products and/or repair and maintenance services using a variety of materials, methods, technologies, and tools in order to develop their ability to shape and change materials in the physical world to meet human needs. At Salish, offerings will include woodworking, metalwork, drafting, robotics, and engineering.

Using creative and critical thinking, students have the opportunity to work collaboratively to address real-world challenges by exploring materials, using tools and equipment, designing and building, developing processes, and communicating the merits of their work. They learn to critically evaluate the appropriateness of the products and/or services they develop and those developed by others.

All of these form firm foundations for lifelong learning and, for some, specialized study and a diverse range of career opportunities. The Applied Design, Skills, and Technologies curriculum develops well-rounded citizens who are informed creators and consumers. It fosters the development of future problem solvers, innovators, service providers, and skilled citizens who can contribute to addressing challenges in our world not yet anticipated with processes and technologies not yet imagined in order to improve their lives, the lives of others, and the environment.

### **WOODWORK BEGINNER – LEVEL 1 – GRADES 10-12**

No Pre-requisite

Following appropriate demonstrations and tests, students will learn the basics of working with different types of wood materials to safely create products using hand/power tools and machines while using the design process and their creativity to bring their ideas to life. There may be some costs involved to cover extra materials or unique wood products.

## **WOODWORK INTERMEDIATE – LEVEL 2 – GRADES 10-12**

Pre-Requisite: Woodwork Beginner/Woodwork 9

This course is designed for students who already have some previous woodworking experience. It builds on the learning that started in the beginner's course and introduces more advanced techniques. While design is the foundation of the course, emphasis is placed on the properties and characteristics of different types of woods and wood products and on different types of joinery. There may be some costs involved to cover extra materials or unique wood products.

## **WOODWORK ADVANCED – LEVEL 3 – GRADES 11-12**

Pre-Requisite: Woodwork Intermediate

This course is designed for students who already have a solid foundation in woodworking. It continues to advance students learning and proficiency by completing complex projects that require more specialized techniques. Students will be introduced to methods used in manufacturing operation and mass production and be expected to set-up, maintain, and adjust tools and machinery. There may be some costs involved to cover extra materials or unique wood products.

## **FURNITURE AND CABINETRY - LEVEL 4 - GRADE 12**

Pre-Requisite: Woodwork Advanced

This course is designed only for students who have a solid foundation in woodworking. Students will be responsible for the design and construction of custom furniture and cabinetry for “clients”. It provides students an opportunity to demonstrate their mastery in both design and woodwork.

## **METALWORK BEGINNER – LEVEL 1 – GRADES 10-12**

No Pre-requisite

Following appropriate demonstrations and tests, students will learn the basics of working with different types and forms of metals to safely create products using hand/power tools and machines while using the design process and their creativity to bring their ideas to life. They will be introduced to processes like measurement and layout, cutting and forming, joining, and welding, fabrication and machining, and different finishing techniques. There may be some costs involved to cover extra materials or unique metal products.

## **METALWORK INTERMEDIATE – LEVEL 2 – GRADES 10-12**

Pre-Requisite: Metalwork Beginner/Metalwork 9

This course is designed for students who already have some previous metalworking experience. It builds on the learning that started in the beginner's course and introduces more advanced techniques. While design is the foundation of the course, emphasis is placed on reading and developing blueprints, precision measurement and working to tight tolerances, manipulating the properties and characteristics of different types of metals through heat treatments, melting, cutting, and joining. There may be some costs involved to cover extra materials or unique metal products.

### **METALWORK ADVANCED – LEVEL 3 – GRADES 11-12**

Pre-Requisite: Metalwork Intermediate

This course is designed for students who already have a solid foundation in metalworking. It continues to advance students learning and proficiency by completing complex projects that require more specialized techniques. Students will be introduced to methods used in manufacturing operation and mass production and be expected to set-up, maintain, and adjust tools and machinery. There may be some costs involved to cover extra materials or unique metal products.

### **ART METAL AND JEWELRY – LEVEL 4 – GRADE 12**

Pre-Requisite: Metalwork Advanced

In this course, students with previous metalwork experience will learn to design and create art and jewelry using traditional and modern techniques. It allows students to use different types of metals as the medium to share their artistic abilities. It may consist of various forms of casting, welding, carving/etching, bending and shaping, and plasma cutting. There may be some costs involved to cover extra materials or unique metal products.

### **MACHINING AND WELDING – LEVEL 4 – GRADE 12**

Pre-Requisite: Metalwork Advanced

This course is designed only for students who have a solid foundation in metalwork and wish to specialize in welding and machining. It continues to advance students learning and proficiency by completing complex projects that require more specialized techniques, such as TIG welding and milling to very accurate tolerances. There may be some costs involved to cover extra materials or unique metal products.

### **DRAFTING BEGINNER – LEVEL 1 – GRADES 10-11**

No Pre-requisite

This is an introductory course in CADD. Students will use a combination of skills to communicate their ideas in both mechanical and architectural design. Basic drafting techniques will be learned including

reading plans, orthographic and isometric drawing, dimensioning, and creating sheets. Some 3-d work and printing will be included.

### **DRAFTING INTERMEDIATE – LEVEL 2 – GRADES 10-12**

Pre-Requisite: Drafting Beginner or Drafting 9

This is an intermediate course in CADD. Students will use a combination of skills to communicate their ideas in both mechanical and architectural design. Students will focus on 3-d drawings to communicate their designs. Students will have an opportunity to move their vision from paper to 3-d printer or hand-built projects. Software includes AutoCAD, Inventor and Revit.

### **DRAFTING ADVANCED – LEVEL 3 – GRADES 11-12**

Pre-Requisite: Drafting Intermediate

This is an advanced course in CADD. Students will use a combination of skills to communicate their ideas in both mechanical and architectural design. This is an opportunity for students to develop projects that reflect their interests and consider their impact on the community and the environment. Students will be required to complete 2 or more self-directed projects. Software includes AutoCAD, Inventor and Revit. Use of 3-d printer and other hand-built processes are encouraged.

### **ELECTRONICS/ROBOTICS – GRADE 10**

This course is an introduction to both Electronics and Robotics. Students will learn foundational concepts about electronics including electrical circuits, components that affect the flow of electricity, production of PCB's and theory of Ohms Law and learn foundational concepts about robotics including sensors, programming, motion, structure, and control. All of which will be taught through the completion of skill building labs that lead up designing and making projects, for in class mini challenges and competitions.

### **COMPETITIVE ROBOTICS – GRADE 10 (Robotics + E BLOCK)**

As an extension to the typical robotics class at Ecole Salish, the competitive program offers students the extra time and support to participate in the VEX robotics league. All competitive classes will have access to the more advanced steel and aluminum parts as well as the more powerful V5 sensors, motors, and brain. By selecting this option students will receive 2 full course credits and be enrolled in a robotics course for 1 semester and a linear (year long) X block meeting twice a week. This reflects the extra time students spend when building and designing for the competitive league. Competitive robotics is an exciting way to learn the hands-on design, build, and control skills that make modern machinery. All abilities are welcome to join. This course is mandatory to participate in the VEX league with Salish.

## **ROBOTICS – GRADE 11**

This course can be taken by anyone with an interest in programming and robotics, even if it's your first time building a robot. We will explore common design strategies and patterns that are frequently used to build mechanical structures and program autonomous robots. Students will learn the concepts of robotics in a very hands-on, practical way. Each unit follows a design challenge that ends with a fun class game or competition.

## **COMPETITIVE ROBOTICS – GRADE 11 (Robotics + E BLOCK)**

As an extension to the typical robotics class at Ecole Salish, the competitive program offers students the extra time and support to participate in the VEX robotics league. All competitive classes will have access to the more advanced steel and aluminum parts as well as the more powerful V5 sensors, motors, and brain. By selecting this option students will receive 2 full course credits and be enrolled in a robotics course for 1 semester and a linear (year long) X block meeting twice a week. This reflects the extra time students spend when building and designing for the competitive league. Competitive robotics is an exciting way to learn the hands-on design, build, and control skills that make modern machinery. All abilities are welcome to join. This course is mandatory to participate in the VEX league with Salish.

## **ROBOTICS – GRADE 12**

This course can be taken by anyone with an interest in programming and robotics, though it's recommended you have some experience with robotics or computer programming. In this course we learn more advanced mechanisms and programming (control) used to build robots to meet a design goal. Students will learn the concepts of robotics in a very hands-on, practical way. Each unit follows a design challenge that ends with a fun class game or competition.

## **COMPETITIVE ROBOTICS – GRADE 12 (Robotics + E BLOCK)**

As an extension to the typical robotics class at Ecole Salish, the competitive program offers students the extra time and support to participate in the VEX robotics league. All competitive classes will have access to the more advanced steel and aluminum parts as well as the more powerful V5 sensors, motors, and brain. By selecting this option students will receive 2 full course credits and be enrolled in a robotics course for 1 semester and a linear (year long) X block meeting twice a week. This reflects the extra time students spend when building and designing for the competitive league. Competitive robotics is an exciting way to learn the hands-on design, build, and control skills that make modern machinery. All abilities are welcome to join. This course is mandatory to participate in the VEX league with Salish.



# VISUAL/MEDIA ARTS

## GRADE 10

### ART STUDIO FOUNDATIONS 10

Students in Art Studio 10 will enhance their basic skills. Personal, social, cultural, and historical contexts will be explored. Students will experience a variety of basic areas of visual expression including two-dimensional and three-dimensional works. Students will be REQUIRED to keep an online portfolio and a sketchbook.

### PHOTOGRAPHY 10

This Visual Arts course is designed to help you build a foundation in visual literacy skills and knowledge as it pertains to photography. The goal of this course is to have you grasp the technical, aesthetic and semantic aspects of photography and digital image making as it applies to fine arts and design. Emphasis is on enhancing your visual awareness of the world around you, creating personal imagery and responding critically to your work, the work of your peers and the work of professional photographers and artists.

### PHOTOGRAPHY AND PUBLISHING 10: YEARBOOK DESIGN

This is an introductory course in yearbook design with the focus on creating the school yearbook. Students will learn the basics of photography, camera usage, and composition as they document important events around the school. Students will learn basic editing tools for graphic creation with emphasis on layout and page design projects. Students will develop their communication skills in caption and headline writing, as well as other printed story methods, including polls, surveys, and feature stories with consideration of the principles of ethics and good practice in journalism. A special emphasis will be on staying organized, working as a team and meeting authentic deadlines.

### MEDIA ARTS ANIMATION 10

This is an introductory course in animation. Students will experience a variety of animation processes while learning the elements of pre-production, production, and post-production. Each student will work on character and story development while practicing the Elements and Principles of Animation.

## **MEDIA ARTS VIDEO PRODUCTION 10**

This is an introductory course in video production. Students will learn the elements of pre-production, production and post-production while working on assigned group projects. Students will use Adobe Premiere and After Effects to edit their movies learning about sound, lighting, and green screens.

## **GRADE 11**

### **ART STUDIO FOUNDATIONS 11**

Art Studio 11 is designed to benefit both first time art students and those with previous art experience. You will develop technical skills (or expand skills), creativity and explore new processes and avenues of expression in areas such as: drawing, painting, sculpture, printmaking, and mixed media arts. All art students will explore and develop their style, imagery, creative problem solving and critical thinking. Students will be REQUIRED to keep an online portfolio and a sketchbook. *Students should anticipate spending additional time outside of classroom sessions to complete the work assigned. Extra studio time may be arranged.*

### **ART STUDIO FOUNDATIONS 2D 11**

This course is designed for students who wish to focus on the elements and principles of design with a 2-Dimensional application, such as drawing, painting, printmaking, and mixed media. This course will help develop imagery that reflects their style, interest, creative spirit and expands their imagination. Students will become familiar with contemporary trends in Art and Art history. Students will be REQUIRED to keep an online portfolio and a sketchbook. *Students should anticipate spending additional time outside of classroom sessions to complete the work assigned. Extra studio time may be arranged.*

### **ART STUDIO FOUNDATIONS 3D 11**

This course involves a concentrated exploration in 3-Dimensional visual expression areas. This class is designed for creative students who love to make things with their hands. This will be a chance to enhance your creativity and cultivate your 3D skills as you will be exposed to a selection of sculptural processes including construction, carving, and modeling. Students will explore contemporary and traditional 3D art including ceramics, found objects, mixed media, kinetics, and installation art. Students will be REQUIRED to keep an online portfolio and a sketchbook. *Students should anticipate spending additional time outside of classroom sessions to complete the work assigned. Extra studio time may be arranged.*

## **PHOTOGRAPHY 11**

This Visual Arts course is designed to help you build a foundation in visual literacy skills and knowledge as it pertains to photography. The goal of this course is to have you grasp the technical, aesthetic and semantic aspects of photography and digital image making as it applies to fine arts and design. Emphasis is on enhancing your visual awareness of the world around you, creating personal imagery and responding critically to your work, the work of your peers and the work of professional photographers and artists.

## **PHOTOGRAPHY AND PUBLISHING 11: YEARBOOK**

This is an introductory to intermediate course in yearbook design with the focus on creating the school yearbook. Students will learn the fundamentals of photography as they document important events around the school. Students will learn the required editing tools for graphic creation with emphasis on layout and page design projects. Students will grow their communication skills in caption and headline writing, as well as other printed story methods, including polls, surveys, and feature stories with consideration of the principles of ethics and good practice in journalism. A special emphasis will be on staying organized, working as a team and meeting authentic deadlines.

## **GRAPHICS ART 11**

This is an introductory course in Graphic Arts. This digital design course is a creative process that combines art and technology to communicate ideas. The designer works with a variety of communications tools to visually convey a message for a client's product or service to a particular target audience. This course will give students a foundation in Graphic Design by introducing them to the various aspects of the Graphic Design field.

## **MEDIA ARTS ANIMATION 11**

This is an introductory to intermediate course in animation. Students will experience a variety of animation processes while learning the elements of pre-production, production, and post-production. Each student will work on character and story development while practicing the Elements and Principles of Animation.

## **MEDIA ARTS VIDEO PRODUCTION 11**

This is an introductory to intermediate course in video production. Students will learn the elements of pre-production, production and post-production while working on assigned group projects. Students will use Adobe Premiere and After Effects to edit their movies learning about sound, lighting, and green screens.

## GRADE 12

### ART STUDIO FOUNDATIONS 12

Art Studio 12 is designed for students who wish to continue general art studies at an ADVANCED level. It will expand and review the content of processes such as imagery development, applied design, art media and techniques, and historical and contemporary developments in art. Emphasis will be on an individual approach to expression areas. Students will be REQUIRED to keep an online portfolio and a sketchbook. *Students should anticipate spending additional time outside of classroom sessions to complete the work assigned. Extra studio time may be arranged.*

### ART STUDIO FOUNDATIONS 2D 12

This course is ADVANCED and will involve concentrated exploration in 2D visual exploration areas. This course is designed for students who wish to focus on the elements and principles of design with a 2-Dimensional application, such as drawing, painting, printmaking, and mixed media. This course will help develop imagery that reflects their style, interest, creative spirit and expands their imagination. Students will become familiar with contemporary trends in Art and Art history. Students will be REQUIRED to keep an online portfolio and a sketchbook. *Students should anticipate spending additional time outside of classroom sessions to complete the work assigned. Extra studio time may be arranged.*

### ART STUDIO FOUNDATIONS 3D 12

This course is ADVANCED and involves a concentrated exploration in 3-Dimensional visual expression areas. This class is designed for creative students who love to make things with their hands. This will be a chance to enhance your creativity and cultivate your 3D skills as you will be exposed to a selection of sculptural processes including construction, carving, and modeling. Students will explore contemporary and traditional 3D art including ceramics, found objects, mixed media, kinetics, and installation art. Students will be REQUIRED to keep an online portfolio and a sketchbook. *Students should anticipate spending additional time outside of classroom sessions to complete the work assigned. Extra studio time may be arranged.*

### AP STUDIO ART 12 – (DRAWING, 2D DESIGN or 3D DESIGN)

The AP program in Studio Art enables highly motivated ADVANCED students to perform at the college level while still in high school. The AP Studio Art Portfolios for Drawing, 2-D Design and 3-D Design are designed for students who are seriously interested in the practical experience of visual art. Successful completion of the course is not based on a written examination; instead, students submit portfolios (24-28 completed art works) for evaluation at the beginning of May to the Advanced Placement College Board. This year long course requires a considerable amount of work outside of the classroom and students are expected to spend extra time outside of studio time to work on portfolio. The course also has a fee of \$100-120. **REQUIREMENTS: Students MUST be in grade 12 and have teacher approval and a variety of senior art courses. Students must take AP in semester 1, including being registered in a senior visual arts course in semester 2. Students will need to start their sketchbook work in the summer in preparation to starting their portfolio in September.**

## **PHOTOGRAPHY 12**

This is an advanced course in video production. Students must have completed Photography 10 or 11 to enrol in this course. Students continue to develop skills learned in previous courses while building a portfolio of self-directed work. This is an opportunity for students to express ideas visually while exploring social and personal themes. Camera equipment is provided.

## **PHOTOGRAPHY AND PUBLISHING 12: YEARBOOK**

This course is for students who are interested in taking on more of a leadership role in the design and theme of the school yearbook. Students will learn the fundamentals of photography as they document important events around the school. Students will learn the required editing tools for graphic creation with emphasis on layout and page design projects. Students will expand their communication skills in caption and headline writing, as well as other printed story methods, including polls, surveys, and feature stories with consideration of the principles of ethics and good practice in journalism. A special emphasis will be on staying organized, working as a team and meeting authentic deadlines.

## **GRAPHICS ART 12**

In this course students will work on projects utilizing industry standard software in a classroom environment that simulates a real-world design studio. Students will be introduced to the Graphic Design principles and processes that must be followed to successfully complete projects that meet specific criteria. Students will also become familiar with production techniques with software such as Adobe Photoshop, Illustrator and InDesign and post-production techniques for finishing, mounting and the creation of mock-ups. In addition to the computer and software, students will properly handle and use drawing tablets and digital cameras.

## **MEDIA ARTS VIDEO PRODUCTION 12**

This is an introductory to intermediate course in video production. Students will learn the elements of pre-production, production and post-production while working on assigned group projects. Students will use Adobe Premiere and After Effects to edit their movies learning about sound, lighting, and green screens.

## **MEDIA ARTS ANIMATION 12**

This is an advanced course in animation. Students must have completed Media Arts – Animation 10 or 11 to enrol in this course. Students will focus on the animation technique of their choice while completing 2 or more story-driven animations. Students will work in groups to achieve their envisioned movie using 2-d, 3-d, stop motion or classical animation.

## **MEDIA ARTS VIDEO PRODUCTION 12**

This is an advanced course in video production. Students must have completed Media Arts – Video Production 10 or 11 to enrol in this course. Students will continue to develop skills learned in previous courses to create videos with their own production company. Work will be both documentary and fictional.

Prerequisite: Students must have been successful in Media Arts – Video Production 10 or 11.

## **MEDIA ARTS 12 – WHO WE ARE – FILM MAKING FOR THE 21<sup>st</sup> CENTURY**

This course is designed for grade 11 or 12 students that have taken a media arts course already and have a keen desire to create work with like-minded individuals. This course is an intensive experience (8 credits) where creativity, dedication to craft and cooperative learning are celebrated and encouraged. Students will explore their place in our school, our community, and our planet to plan and produce a film that highlights their skills in film making.

### **Program Outline:**

- Course will be a half day in the semester system.
- Students will study Media Arts – Video and choose a focus in one other course from the following list:
- Media Arts – Animation
- Photography
- Visual Arts - Graphics
- Students will practice and develop skills through small projects and will complete a final video project that defines WHO WE ARE.

### **Highlights of the program:**

- Opportunity to develop skills in a variety of digital software and create projects that use both digital courses to complete
- Field trips (if possible) and studies specific to digital media outlets such as CBC, BroadBandTV, Atomic Studios, etc.
- Group projects designed to replicate a workplace environment
- Opportunity to create and develop personal projects
- Development of digital portfolio to assist with post-secondary applications

### **Vision of implementation:**

This course would draw students who are interested in any of the following areas of study:

- Visual arts
- Media tech
- Digital photography

- Animation
- Film & television

## LEADERSHIP

### DISTRICT CURRICULUM

#### Goals and Rationale:

The modern workforce and post-secondary institutions are increasingly demanding leadership skill development and broad personal experiences. The result is the need to have structured leadership courses beyond clubs and extracurricular. Traditionally, schools have relied on school clubs to provide student leadership but there is a need for a curricular-based course that allows students to explore, develop, and apply leadership skills within the school, community, and world. This program will allow students to put into practice what they learn in class, in school clubs and teams, while improving school culture and climate; the extended community, neighborhood involvement and engagement.

Personal and interpersonal skill development will include recognition of leadership styles, communication, interacting in group work, event planning and implementation, time management and organization, public speaking, and personal and social responsibility. There will be a variety of opportunities provided to leadership students to practice and enhance these skills. Leadership will require a great deal of self-reflection and planning; therefore, there will be ample opportunities for multi-disciplinary inquiry throughout the course.

Leadership is a comprehensive undertaking of all the core competencies. Communication, creative and critical thinking, personal and social connection, and cultural identity are all explored within each level of leadership curriculum which is rooted in the service of others. Learning to connect to their community and school through acts of service helps to develop empathy and citizenship.

#### LEADERSHIP 10-12

##### **Community Leadership**

These courses are designed to give students the opportunity to develop personal responsibility and individual leadership skills. Emphasis will be placed on having students explore, develop, and apply leadership skills within the school, community, and world. Planning and running service projects, school activities, and supporting the larger school community are essential and often focus is chosen by the students in the course that year.

Personal skill development will include recognition of leadership styles, communication, interacting in group work, event planning and implementation, time management and organization, public speaking, and personal and social responsibility. There will be a variety of opportunities provided to leadership

students to practice and enhance these skills. Leadership will require a great deal of self-reflection and planning.

There are two community leadership courses:

### **Leadership/CLE 10**

This course has been designed to incorporate a grade 10 student's careers 10 requirement. The essentials of CLE 10 will be covered with an emphasis on the personal elements that connect to leadership principles and outcomes.

### **Leadership 11/12**

This course will be run as an X-block, outside of the timetable from September to June. Students will be required to attend meeting times before school with the possibility of afterschool event planning and set-up for specific events. Students will need to commit to a certain number of volunteer hours and opportunities will be presented to students throughout the school year.

**Students interested in taking these courses need to fill out an application, which is available online in early-April.**

### **RECREATIONAL LEADERSHIP: WOLFPACKS 10-12**

This is a dynamic course where students mentor grade 8s, fostering an inclusive and welcoming environment. Participants will plan and run events to help grade 8s connect with the school community, develop positive relationships, and build leadership skills through hands-on experience in event planning, budgeting, and team coordination. Ideal for those interested in working with youth, running events, or contributing to the school community. This course offers a rewarding opportunity to make a positive impact.

### **FOODS LEADERSHIP 10 - 12**

#### **FOODS LEADERSHIP 11:**

Students will engage in safely planning, preparing and serving food at various events in the school and local community. During the course they will work towards understanding their relationship with others and the significance of place. The class will encourage creative thinking and collaboration through the design and execution of different types of menus, based on their own personal values and sense of place. Foods Leadership 11 will cover the content in the FoodSafe level 1 course. This leadership course is open to grade 11 and 12 students who have not taken a previous Foods Leadership course.



## **FOODS LEADERSHIP 12:**

Students will engage in safely planning, preparing and serving food at a large-scale event or fundraiser in the school and or within the local community. Student will plan menus that showcase their strengths, passions and skills when using tools and technologies in the food's lab. During the course they will work towards understanding their relationship with others and how they impact others in a leadership role. Foods Leadership 12 will cover the content in the Serving It Right course. If students would like to obtain a serving it right certification, they may challenge the online exam for a \$35 fee.

# **FRENCH IMMERSION**

## **GRADE 10 / 10E ANNÉE**

### **1. FRANÇAIS LANGUE 10**

This course is required of all students in Grade 10 and counts towards the graduation requirements for French Immersion and the Double Dogwood programme. In order to register in this course, students must have successfully completed the Grade 9 French Immersion course in this subject.

Build increased confidence in the four language competencies: reading, writing, listening, and speaking, using multiple resources including technology. Critical thinking is a major focus of this course. Learners demonstrate greater ease with strategies to revise and edit work. Grammar study in a scope and sequence outlined by BC Ministry of Education. Literary focus: Short-stories, novels, current events, fairy tales.

Développer une confiance accrue dans les quatre compétences langagières : la lecture, l'écriture, l'oral et l'écoute en utilisant plusieurs ressources, y compris des ressources électroniques et virtuelles. La pensée critique est au centre de ce cours. Les apprenant.e.s démontreront une plus grande facilité avec les stratégies de révision et d'édition du travail. L'étude grammaticale se fera dans un cadre et une séquence définis par le ministère de l'Éducation de la Colombie-Britannique. Thèmes littéraires : les nouvelles, les romans, l'actualité, les contes de fées.

### **2. SCIENCES HUMAINES 10**

This course is required of all students in Grade 10 and counts towards the graduation requirements for French Immersion and the Double Dogwood programme. In order to register in this course, students must have successfully completed the Grade 9 French Immersion course in this subject.

The learning standards for Sciences humaines 10 focus on Canada and the world from 1919 to present and will build on the following big ideas: 1. How global and regional conflicts have been a powerful force in shaping our contemporary world, 2. How the development of political institutions is influenced by economic, social, ideological and geographic factors, 3. How worldviews lead to different perspectives and ideas regarding the evolution of Canadian society, and 4. How historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society. Within these big ideas, students will learn about Canada's involvement in international conflicts during the 20th and 21st Centuries. The course also examines the development and impact of Canadian social policies and programs related to immigrants, First Nations, and minority rights. Canadian politics, including the inner workings of Canadian government and the Senate, are studied. Geographical topics such as population, living standards, and the environment are studied.

Les normes d'apprentissage des Sciences humaines 10 se concentrent sur le Canada et le monde de 1919 à nos jours et s'appuieront sur les grandes idées suivantes : 1. Comment les conflits mondiaux et régionaux constituent autant de forces puissantes qui ont façonné le monde et les identités d'aujourd'hui ; 2. La façon dont les facteurs économiques, sociaux, idéologiques et géographiques influent sur le développement des institutions politiques ; 3. Comment les visions du monde donnent lieu à différentes perspectives et idées sur l'évolution de la société canadienne ; 4. La manière dont les injustices historiques et contemporaines remettent en question le discours dominant et l'identité du Canada en tant que société multiculturelle et ouverte à tous. Dans le cadre de ces grandes idées, les élèves découvriront l'engagement du Canada dans les conflits internationaux des 20e et 21e siècles. Le cours examine également l'évolution et l'impact des politiques et programmes sociaux canadiens liés aux droits des immigrants, des Premières Nations et des minorités. La politique canadienne, y compris le fonctionnement du gouvernement canadien et du Sénat, est étudiée. Des sujets géographiques tels que la population, le niveau de vie et l'environnement sont étudiés.

### **3. ÉDUCATION PHYSIQUE ET SANTÉ 10**

This course is required of all students in Grade 10 and counts towards the graduation requirements for French Immersion and the Double Dogwood programme. In order to register in this course, students must have successfully completed the Grade 9 French Immersion course in this subject.

The Éducation physique et santé 10 course incorporates the following big ideas:

1. Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals.
2. Trying a variety of physical activities can increase the likelihood that we will be active throughout our lives.
3. Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.
4. Personal fitness can be maintained and improved through regular participation in physical activities.

Students in Éducation physique et santé 10 acquire the knowledge, skills, and attitudes they will need to integrate physical activity into their daily activities, hobbies, and healthy, active lives.

Le cours d'Éducation physique et santé 10 tient compte des grandes idées suivantes :

1. Comprendre ses forces, ses faiblesses et ses préférences personnelles aide à planifier et à atteindre ses objectifs.
2. Essayer plusieurs types d'activités physiques peut augmenter ses chances de rester actif durant toute la vie.
3. Les bons choix contribuent au bien-être physique, affectif et mental, et inversement.
4. Une participation régulière à des activités physiques permet de maintenir et d'améliorer sa forme physique.

Les élèves qui participent au programme d'Éducation physique et santé 10 acquièrent des connaissances, des habiletés et des attitudes dont ils auront besoin pour intégrer des activités physiques à leurs occupations journalières, leurs loisirs, et pour mener une vie saine ainsi qu'active. French Immersion course descriptions.

#### **4. SCIENCES 10**

This course is required of all students in Grade 10 and counts towards the graduation requirements for French Immersion and the Double Dogwood programme. In order to register in this course, students must have successfully completed the Grade 9 French Immersion course in this subject.

Sciences 10 will extend the students understanding of the major fields of science. Laboratory skills will be emphasized. Some of the topics studied in this course are DNA structure and function, rearrangement of atoms in chemical reactions, practical applications of chemical processes, formation of the universe, and astronomical data and collection methods.

Le cours des Sciences 10 permettra aux élèves de mieux comprendre les grands domaines scientifiques. Les compétences de laboratoire seront mises en valeur. Certains des sujets étudiés dans ce cours sont la structure et la fonction de l'ADN, le réarrangement des atomes dans les réactions chimiques, les applications pratiques des processus chimiques, la formation de l'univers, les données astronomiques et les méthodes de collection.

# GRADE 11 / 11E ANNÉE

## 1. ÉTUDES DU CINEMA ET DE LA LITTÉRATURE 11

This course is required of all students in Grade 11 and counts towards the graduation requirements for French Immersion and the Double Dogwood programme. In order to register in this course, students must have successfully completed the Grade 10 French Immersion course in this subject.

This course is designed to encourage students to discover, explore, analyze, and interpret cinematographic and literary works of the French-speaking world. By studying a variety of texts, students will acquire knowledge of Francophone culture, which will contribute to the development of their own identity. The film and literature component of the course will enable students to discover cinematographic and literary works from different eras, cultures, styles, and genres. In addition, students will develop their ability to analyze, interpret, and reflect in order to better appreciate diverse cinematographic works from the French-speaking world. They will explore their imagination and develop their creativity, writing style, and spoken communication through multiple cinematographic and literary genres.

Ce cours encouragera l'élève à découvrir, explorer, analyser et interpréter des oeuvres cinématographiques et littéraires de la francophonie. En étudiant une variété de textes, l'élève acquerra une certaine connaissance de la culture francophone, ce qui contribuera au développement de son identité personnelle. Les composantes cinématographique et littéraire permettront à l'élève de découvrir une variété de textes et d'oeuvres cinématographiques et littéraires issus d'époques, de cultures, de styles et de genres différents. De plus, l'élève développera ses capacités d'analyse textuelle, d'interprétation et de réflexion afin de mieux apprécier divers oeuvres cinématographiques et littéraires de la francophonie. Plusieurs genres lui permettront d'explorer son imagination et de développer sa créativité et son style d'écriture, ainsi que sa prise de parole.

## 2. LA LITTÉRATIE ET LES ARTS MÉDIATIQUES 11

This course is required of all students in Grade 11 and counts towards the graduation requirements for French Immersion and the Double Dogwood programme. In order to register in this course, students must have successfully completed the Grade 10 French Immersion Français langue course.

This course reflects the changing role of digital and print media in today's society and their primary importance in communication, exchange of ideas, identity of the individual, and self-presentation within this field. It is intended to facilitate the growth of critical thinking and creative thinking skills among learners, in order to succeed in an increasingly complex digital world. Critical analysis and open-mindedness are at the heart of this course, which aims to interpret texts of different genres (for example: videos, written texts, print ads, etc.) at various levels of comprehension, extract the intentions of the publication, think about the, and act. In addition, students will deepen their language skills and reflect on how Francophone language, culture, and media influence their personal perceptions and

values. Integrating the principles of Indigenous Peoples will encourage students to understand and respect the cultures and traditional values of Indigenous peoples, as well as the role of the community in learning and self-development.

Ce cours reflète le rôle changeant des médias numériques et imprimés dans la société actuelle et leur importance primordiale dans la communication, l'échange des idées, l'identité de l'individu et la présentation de soi à l'intérieur de ce domaine. Il est destiné à faciliter la croissance des compétences essentielles entre autres la pensée critique et la pensée créatrice chez les apprenants, afin de pouvoir réussir dans un monde numérique qui se montre de plus en plus complexe. L'analyse critique et l'ouverture d'esprit sont au coeur de ce cours, qui vise à interpréter des textes de genres différents (par exemple : des vidéos, des textes écrits, des publicités imprimées, etc.) à divers niveaux de compréhension afin d'extraire les intentions de la publication, y réfléchir et agir. De plus, les élèves approfondiront leurs compétences langagières et réfléchiront à la façon dont la langue, la culture et les médias francophones influencent leurs perceptions et valeurs personnelles. L'intégration des principes des peuples autochtones encouragera l'élève à comprendre et à respecter les cultures et les valeurs traditionnelles des peuples autochtones, ainsi que le rôle de la communauté dans l'apprentissage et le développement de soi.

## **GRADE 12 / 12E ANNÉE**

### **1. FRANÇAIS LANGUE 12**

This course is required of all students in Grade 12 and counts towards the graduation requirements for French Immersion and the Double Dogwood programme. In order to register in this course, students must have successfully completed the Grade 11 French Immersion course in this subject.

In Français langue 12, students will prove linguistic competency and cultural engagement both in and out of the classroom. They will demonstrate confidence in reading, writing, listening, and speaking, using multiple strategies and resources, including technology, that demonstrate competent bilingualism in a variety of circumstances when the outcome is uncertain. Critical thinking is promoted, and students will continue to work on their ability to express a convincing argument. Students in Français langue 12 will continue to revise and edit work using online tools. Literary focus: current events, fables, legends, short stories, fairy tales, poetry and varied literary works. DELF participation is optional. A provincial assessment is currently required, which includes reading, writing, and speaking components.

En français langue 12, les élèves prouveront leur compétence linguistique et leur engagement culturel en classe et à l'extérieur. Ils feront preuve de confiance en leur capacité de lire, d'écrire, d'écouter et de parler, en utilisant de multiples stratégies et ressources, y compris la technologie, qui démontrent un bilinguisme compétent dans diverses circonstances. La pensée critique est encouragée et les élèves continueront à travailler leur capacité à exprimer un argument convaincant. Les élèves en français langue 12 continueront de réviser leurs travaux à l'aide d'outils en ligne. Focalisation littéraire : actualités, fables, légendes, nouvelles, contes, contes de fées, poésie et oeuvres littéraires variées. La

participation au DELF est facultative. Une évaluation provinciale est actuellement exigée, qui comprend des composantes de lecture, d'écriture et d'expression orale.

## **2. DELF B1 OR B2 – 4 CREDITS \*OPTIONAL\***

This exam is available to students in Grade 12. This exam provides credits towards the graduation credits for the BC Dogwood programme.

Recommended for B1: Successful completion of Français langue 11 with 50-72% as a final percentage.

Recommended for B2: Successful completion of Français langue 11 with 73% as a final percentage or higher. These recommendations will not guarantee success on the DELF exam (for which a student must receive 50% or more on the exam) – marked by the District's European certified DELF examiners and markers.

French Language Competency Assessment - listening, speaking, reading, and writing. Exam offered through the Surrey School District. Exam sessions take place in November and April during the school day at different school sites around the district. The Français langue teachers will discuss this exam with students who may elect to take it with parent/guardian permission. Result: A percentage of 50% on the exam or higher will result in an International French language certification. There are no adaptations or modifications available for this examination.

Une évaluation des compétences langagières en français – la compréhension de l'oral (l'écoute), la compréhension de l'écrit (la lecture), la production écrite, la production orale. L'examen est offert par le conseil scolaire de Surrey. Les sessions d'examens ont lieu en novembre et avril, pendant la journée scolaire, dans différents établissements du conseil scolaire. Les enseignant.e.s de Français langue discuteront de cet examen avec les élèves qui peuvent choisir de passer l'examen avec l'autorisation de leurs parents/gardiens. Résultat : Un pourcentage de 50% à l'examen ou plus donnera lieu à une certification internationale de langue française. Aucune adaptation ou modification n'est disponible pour cet examen.