

LORD TWEEDSMUIR SECONDARY SCHOOL



Grades 10, 11 & 12

2026 – 2027

COURSE PLANNING GUIDE

surreyschools.ca/schools/tweeds

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GRADUATION PROGRAM

My LTSS Graduation Plan

Use www.educationplannerbc.ca for admission requirements to Post Secondary

Grade 10		Grade 11		Grade 12	
1. English 10 -one of: Creative Writing OR Spoken Language OR EFP New Media	Credits 4	1. Literary Studies 11 OR English First Peoples Lit. Studies & Spoken Lang. 11	Credits 4	1. English Studies 12 OR English First Peoples 12	Credits 4
2. Social Studies 10	4	2. A Socials Studies 11 or 12 _____	4	2. _____ 12	4
3. A Math 10 _____	4	3. A Math 11 _____	4	3. _____ 12	4
4. Science 10	4	4. A Science 11 _____	4	4. _____	4
5. Career Life Education (CLE) 10	4	5. Career Life Connections (CLC) 12	4	5. _____	4
6. Physical & Health Education (PE) 10	4	6. _____	4	6. _____	4
7. _____	4	7. _____	4	7. _____	4
8. _____	4	8. _____	4	8. _____	4
Total Credits Grade 10	= 32	Total Credits Grade 11	= 32	Total credits Grade 12	= 32

Need 80 credits (20 courses) to graduate including:

15 Required courses:

- English 10, 11 and 12
- Math 10 and 11
- Social Studies 10 and (11 or 12)
- Science 10 and 11
- Physical Education 10
- Career Life Education 10
- Career Life Connections 12 (**Taken in Grade 11**)
- A Fine Arts or an Applied Skill course taken in Grade 10, 11, or 12
- 2 other courses at the Grade 12 level
- Provincial Literacy and Numeracy Assessments: Grade 10 Literacy Assessment, Grade 10 Numeracy Assessment, Grade 12 Literacy Assessment
- An Indigenous – Focused Course: English First Peoples 10, 11 or 12, Contemporary Indigenous Studies 12 or BC First Peoples 12.

5 Electives:

- Student choice. Check Post-Secondary admission requirements.

For graduation program planning purposes for grades 10-12, SAIL (Surrey Academy of Innovative Learning) offers on-line courses. For more information and to see which courses are offered please visit their website at www.sailacademy.ca

Graduation Assessments

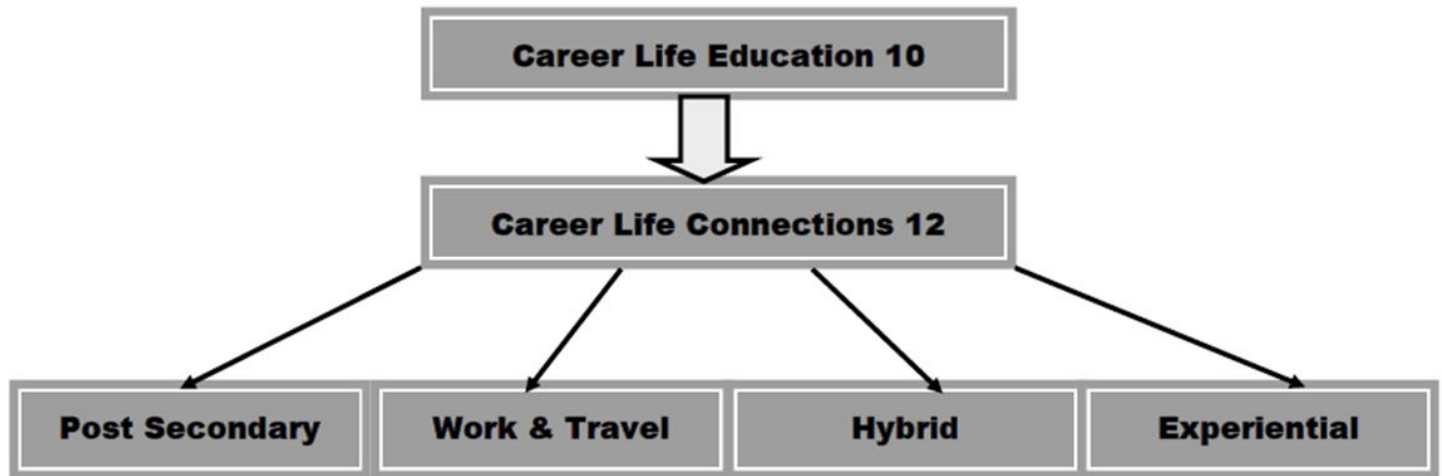
Provincial graduation assessments are changing to align with the new curriculum. They provide a snapshot of student performance in key areas and, over time, can help to monitor key outcomes of B.C.'s education system.

B.C.'s provincial assessments remain rigorous and based on learning standards to evaluate student achievement, Core Competencies, and literacy and numeracy skills.

Graduation assessments are changing to align with the new curriculum. As part of the updated graduation requirements, students in the B.C. Graduation Program will complete three provincial assessments. These assessments focus on the demonstration and application of **numeracy** and **literacy**.

- **Grade 10 Numeracy Assessment (graduation requirement)**
The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. It is a graduation requirement, and students take the assessment in their Grade 10 year. The Grade 10 Numeracy Assessment focuses on the application of mathematical concepts learned across multiple subjects from kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes (different ways of thinking and working): interpret, apply, solve, analyze and communicate.
- **Grade 10 Literacy Assessment (graduation requirement)**
The Grade 10 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement, and students take the assessment in their Grade 10 year. The Grade 10 Literacy Assessment assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. The Grade 10 Literacy Assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10.
- **Grade 12 Literacy Assessment (graduation requirement)**
The Grade 12 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement, and students take the assessment in their Grade 12 year.

CAREER EDUCATION



Course Descriptions:

CAREER LIFE EDUCATION 10 (CLE) - 4 CREDITS

Offered in Grade 10

Career Life Education provides students with opportunities to develop confidence in oral presentation skills, explore and research various education and career pathways, and learn employment marketing strategies. Students will have the chance to participate in campus tours and will become familiar with the requirements of the Capstone Project, which is to be completed in Grade 11 or 12.

CAREER LIFE CONNECTIONS 12 (CLC) - 4 CREDITS

Offered in Grade 11

Career Life Connections helps students further develop the skills necessary to become self-directed learners who set goals, make informed decisions, and take responsibility for their future endeavors. As part of the course, students will explore topics related to education, careers, and personal finance, with opportunities to participate in campus tours. Students will design, compile, and present their Capstone Project that will allow them to demonstrate their learning and interests through an area of personal passion.

Choose only (1) one of the following options:

CLC Post-Secondary

This option emphasizes post-secondary education and real-world experiences.

CLC Work & Travel

This option emphasizes employment and travel after high school.

CLC Hybrid

*This option emphasizes post-secondary education and real-world experiences both in a classroom and **ONLINE LEARNING** on TEAMS setting.*

CLC & Work Experience Experiential (8 credits – 2 blocks)

This option is designed for students who want to connect their careers with hands-on real-world experiences both within and outside the classroom in a work experience.

Career Education

Additional Opportunities

**Academic
Dual Credit
Partnerships**

**Youth Train
in Trades
Partnerships**

**Youth Work
in Trades**

ACADEMIC DUAL CREDIT PARTNERSHIPS

Earn Post Secondary and High School Credit at the Same Time! The Surrey School District partners with KPU, Douglas, SFU, and NVIT to create dual credit courses or programs.

- *Take post-secondary course(s) during your Grade 11 or 12 year.*
- *Tuition is currently 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.
Deadline for Application is February 26, 2026.***

Courses and Programs Offered:

- Drafting/CADD Citation in CADD Technologies Program - KPU
- Graphic Design Course - SFU
- Introduction to the Criminal Justice System - NVIT
- Introduction to Health Science Course - KPU
- Introduction to Legal Office Procedures Course - KPU
- Introduction to Practice for Child & Youth Care Counsellors Course - Douglas College
- Nursing Prep Program - KPU
- KPU High School on Campus - *Courses vary each year (business, environment, math)*

Get a head start on your career in the trade industry!

YOUTH TRAIN IN TRADES PARTNERSHIPS

The Youth Train in Trades programs have been developed by the Surrey School District in partnership with BCIT, KPU, and VCC. Youth Train in Trades program allows students the opportunity a Foundation Level 1 Trades program while they are completing their secondary school graduation requirements.

- *Students accepted into a Youth Train in Trades program typically spend one semester of their grade 11 or grade 12 school year attending training at the college site.*
- *Students receive credits toward high school and post-secondary.*
- *Tuition is currently 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.
Deadline for Application is February 26, 2026.***

Programs Offered:

- Automotive Service Technician - KPU
- Baking & Pastry Arts - VCC
- Carpentry - KPU
- Collision and Refinishing Common Care - VCC
- Construction Craft Worker - LiUNA
- Culinary Arts - SD#36
- Electrical - BCIT
- Explorations in Aviation Careers – BCIT
- Hairstylist - SD#36
- Heavy Mechanical Trades Foundation - VCC
- Horticulture - KPU
- Metal Fabrication - KPU
- Millwright - KPU
- Painter - FTI BC
- Piping - KPU
- Welding - KPU

YOUTH WORK IN TRADES

The Youth Work in Trades program that allows high school students to gain practical, hands-on experience in a skilled trade while earning 4 -16 credits toward graduation. As a youth apprentice, students work alongside certified tradespeople, developing real-world skills and exploring career pathways in trade areas. This program helps youth build confidence, earn hours toward apprenticeship, and make informed decisions about their future in the trades industry.

- *Minimum 15 years of age*
- *Under 19 years of age*
- *Registered as an apprentice with a ticketed trades person*

Not available on the Course Selection Sheet.

Please refer to the Career Centre for specific requirements and application procedures

ENGLISH LANGUAGE ARTS

Every student must complete one core English course at each grade.

Students can fulfill the requirement for an Indigenous focused course by taking one of the three English First Peoples courses or by taking BC First Peoples 12 or Contemporary Indigenous Studies 12, both offered by the Social Studies department.

Students could also consider one of the two enriching elective choices.

English Course Choices

<u>Grade 10 Core</u> <i>Choose 1</i>	<u>Grade 11 Core</u> <i>Choose 1</i>	<u>Grade 12 Core</u> <i>Choose 1</i>	<u>Grade 11/12</u> <u>Electives</u>
Spoken Language 10	Literary Studies 11	English Studies 12	Creative Writing 12
Creative Writing 10	English First Peoples Literary Studies & Spoken Language 11*	English First Peoples 12*	New Media 12
English First Peoples New Media 10*			

* Meets Ministry of Education graduation requirement of one full credit Indigenous-focused course

Grade 12 Students without credit for EFP 10 or EFP 11 will need to take a grade 12 level Indigenous-focused course, such as **EFP12** (English), **BC First Peoples 12** (Social Studies), OR **Contemporary Indigenous Studies 12** (Social Studies).

All English courses maintain equally rigorous learning standards while incorporating composition to develop essential communication skills and enhance formal academic writing. Students will delve into literary studies, examining themes and characters, while

promoting literacy and critical thinking. The curriculum also encourages exploration of personal and cultural identities, memories, and stories, fostering deeper understanding and meaningful engagement with literature.

Creative Writing 10

This course will be paired with Literary Studies. It is designed for students who have an interest in expressing learning creatively. The course provides students opportunities to build their analysis and writing skills. Students will collaborate and develop the skills required to express themselves and their learning creatively through experimentation, reflection, and practice. Students will be required to read, write, and analyze literature.

Spoken Language 10

This course will be paired with Literary Studies. It is designed to support students in their development of spoken communication through processes of questioning, exploring, and sampling. The course builds students' spoken language competencies by introducing them to varied structures, forms, and styles of oral compositions and by providing opportunities for students to individually and collaboratively study, draft, and use oral language to create original pieces in a variety of modes. This area of choice will also provide students with opportunities for performance, storytelling, and public speaking. Students will be required to read, write, and analyze literature.

Students enrolled in this course will be expected to frequently speak publicly.

English First Peoples New Media 10

This course will be paired with Literary Studies. It will explore First Peoples literature in a variety of contexts, genres, and media. This area of choice provides students with opportunities to explore personal and cultural identities, histories, stories, and connections to land/place. Students will work individually and collaboratively to broaden their understanding of Indigenous Peoples' experiences and cultures. Coursework is aimed at providing students opportunities to demonstrate their understanding of technology in an educational forum and communicate ideas and learning through a variety of media, which may include podcasts, blogs and digital portfolios. This course is equally rigorous to Creative Writing and Spoken Language options, and, just as in those options, students will be required to read, write, and analyze literature. *This course meets the graduation requirement of one full-credit Indigenous-focused course.*

Literary Studies 11

This course is designed for students who have already completed the graduation requirement of one full-credit Indigenous-focused course. Students improve their literacy and critical thinking skills, and expand their development as educated global citizens. Students will work on establishing a sense of balance and broadening their understanding of themselves and the world, while further developing higher-level learning skills. Students in this course will read a variety of forms of traditional and nontraditional texts. This course will be guided by the First Peoples' Principles of Learning.

English First Peoples Literary Studies & Spoken Language 11

This course will explore First Peoples literature in a variety of contexts, genres, and media, with a focus on oral traditions and strengthening oral language proficiencies. Students will delve into First Peoples' oral and written literature to explore various themes, authors, and topics. The course will offer a foundation for students to think critically and creatively as they continue to

explore, extend, and strengthen their own repertoire of communication skills. Within a supportive community, students will work to create oral and written compositions. Students enrolled in this course will be expected to speak publicly.

This course meets the graduation requirement of one full-credit Indigenous-focused course.

English Studies 12

This is for students who have already completed one full-credit Indigenous-focused course.

This course provides students with opportunities for personal and intellectual growth while preparing them to participate in all aspects of society. In this course, students will refine their ability to communicate effectively in a variety of contexts, think critically and creatively about the uses of language and literature, and explore diverse texts to deepen their understanding of themselves and others. Students will enhance their development of the English Language Arts curricular competencies, both expressive and receptive. This course will be guided by the First Peoples' Principles of Learning.

English First Peoples 12

This course provides students with opportunities to engage with and learn from Indigenous creative expression, and enter the worlds of First Peoples provincially, nationally, and internationally. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text, including oral traditions, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction). EFP 12 would appeal to students interested in and/or committed to Reconciliation among and between Canada and Indigenous Peoples.

This course is equally rigorous to English Language Arts 12.

This course meets the graduation requirement of one full-credit Indigenous-focused course.

Senior English Electives

Creative Writing 12

This elective course is for students who enjoy writing and is open to Grade 11 and 12 students. It provides opportunities for students to further develop their writing in their preferred fiction and non-fiction genres, as well as experiment in other genres. The process of writing will take place in a collaborative learning environment where students will conference with the teacher and their peers to perfect their pieces of writing. Students will practice writing daily, read in various genres, and work on their own independent writing projects. In addition, they will submit at least one piece for publication or to a writing contest outside the school. This course best suits students with high levels of creativity, focus, motivation and maturity. Students' passion for writing will enrich their experience of the course as well as enrich the experiences of their fellow writers. Writers of all levels of proficiency are invited to take the course.

New Media 12

This elective course is for students who have an interest in graphic novels, digital media, and various non-traditional texts. Although there are no prerequisites, this course is open only to students in Grades 11 and 12. This course is intended to give students in-depth experience in fictional and non-fictional graphic novels and other non-traditional literary media to analyze and interpret text with critical thinking and creative writing skills. Students will also analyze and interpret films, television, podcasts, and video essays. The themes of the texts and other media that students will learn about in this course will focus on social justice, authoritarianism, propaganda, digital literacy, and historical events.



MATHEMATICS

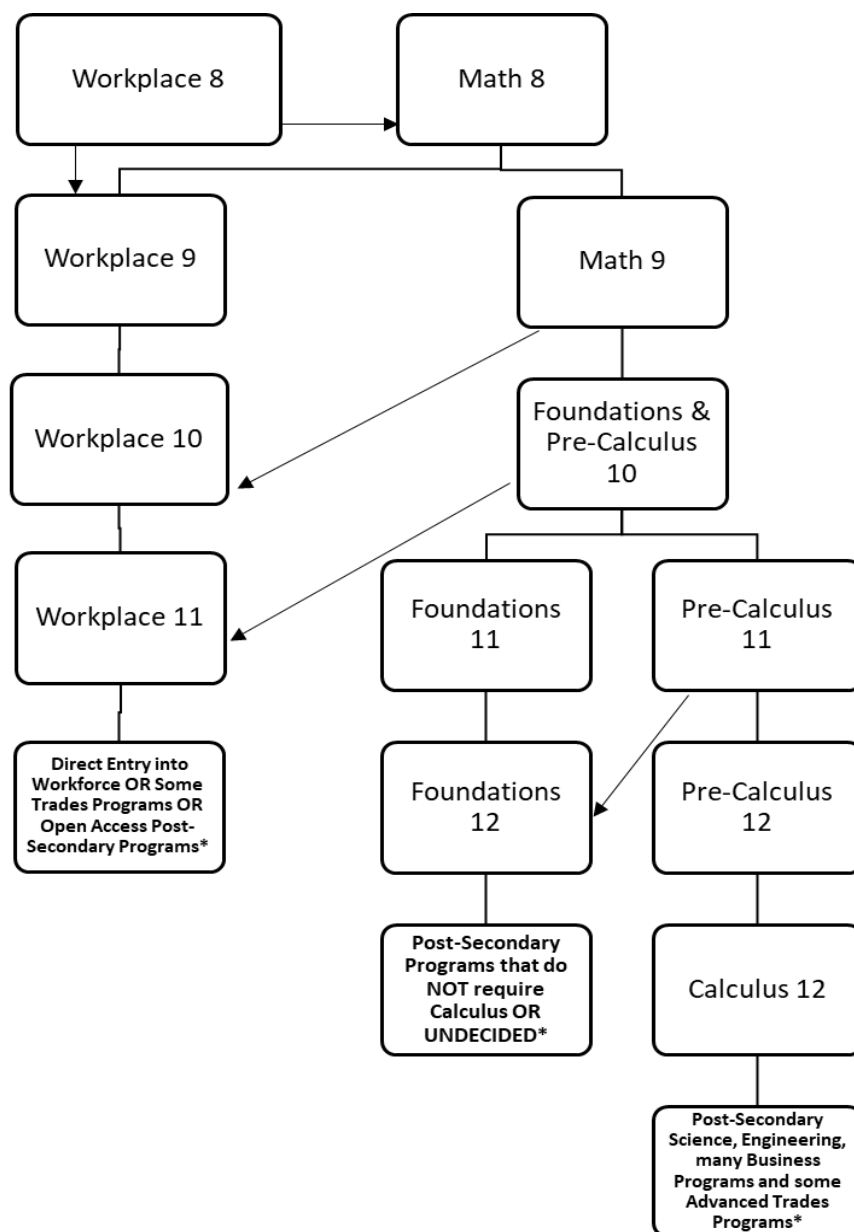
Mathematics Pathways for Current Curriculum:

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 workforce. All three pathways provide students with mathematical understanding 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, performance in their previous Math course, aptitude, and teacher recommendation.

Students and parents are encouraged to research the admission requirements for post-secondary programs of study.

To satisfy graduation requirements, complete any Math 10 and a Math 11 or Math 12



* * It is the student's responsibility to confirm admission requirements for a specific post-secondary program with the institution or check online @ www.educationplannerbc.ca

WORKPLACE MATHEMATICS

The Workplace Mathematics Pathway is designed to provide students with mathematical understanding and critical-thinking skills identified for entry into the majority of post-secondary trades programs and for direct entry into the work force. Topics include proportional reasoning, trigonometry, financial literacy, measurement, number, statistics and probability.

These courses will meet Graduation Requirements:

Workplace Mathematics 10

Workplace Mathematics 11

**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 mathematical understandings and critical-thinking skills identified to graduate high school. This course leads to Workplace Math 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 to represent and analyze data, calculate measures of central tendency, investigate experimental probability, and further develop financial literacy. 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.

Placement in this course is based on Teacher Recommendation and the Prerequisite Course of a Math 9.

WORKPLACE MATHEMATICS 11

This course is designed to provide students with 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.

Placement in this course is based on Teacher Recommendation and the Prerequisite Course of a Math 10.

FOUNDATIONS OF MATHEMATICS

The Foundations of Mathematics Pathway is designed to provide students with mathematical understanding and critical-thinking skills identified for post-secondary studies in programs that do *not* require the study of theoretical calculus. Topics include algebra, financial mathematics, geometry, logical reasoning, measurement, relations and functions, and statistics and probability. Examples of programs that may 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.

These courses will meet Graduation Requirements:

Foundations of Mathematics and Pre-Calculus 10

Foundations of Mathematics 11

FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10

This course is designed to provide students with mathematical understanding 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.

Placement in this course is based on teacher recommendation and the prerequisite course of Math 9. This course builds on a proficient understanding of Math 9.

FOUNDATIONS OF MATHEMATICS 11

This course is designed to provide students with mathematical understanding and critical-thinking skills identified for entry into post-secondary programs. This course leads to Foundations of Mathematics 12. We will use graphs and equations to represent linear inequalities, 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.

Placement in this course is based on teacher recommendation and the prerequisite course of Foundations & Pre-Calculus 10.

FOUNDATIONS OF MATHEMATICS 12

This course is designed to provide students with mathematical understandings and critical thinking skills identified for entry into post-secondary programs such as Law, Economics, Languages, History, Humanities, and Communications. We will use the characteristics of different types of functions to model data and use geometric constructions and fractals to explore spatial relationships. We will use combinatorics to describe probability and use mathematical analysis to make financial decisions. 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.

Recommended: Passing Foundations 11 with 73% or better.

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

PRE-CALCULUS MATHEMATICS

The Pre-calculus Pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra, financial mathematics, geometry, logical reasoning, relations and functions, 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.

These courses will meet Graduation Requirements:

Foundations of Mathematics and Pre-Calculus 10

Pre-Calculus 11

FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10

This course is designed to provide students with mathematical understanding 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.

Placement in this course is based on teacher recommendation and the prerequisite course of Math 9. This course builds on a proficient understanding of Math 9.

PRE-CALCULUS 11

This course is designed to provide students with mathematical understanding and critical-thinking skills identified for entry into post-secondary programs which require Calculus. This course leads to Pre-Calculus 12. We will connect and extend your understanding of math operations to solve algebraic expressions and equations involving quadratics, rationals, and radicals. We will use graphs and equations to represent quadratics and inequalities. We will use trigonometry to investigate non-right triangles and angles in standard position. 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.

Placement in this course is based on Teacher Recommendation and a high grade in the Prerequisite Course of Foundations & Pre-Calculus 10.

PRE-CALCULUS 12

This course is designed to provide students with mathematical understandings and critical thinking skills identified for entry into post-secondary programs in Science, Engineering, and some Business programs. This course is a university approved grade 12 academic course. This course leads to Calculus 12 and makes connections among mathematical ideas, other concepts in mathematics, everyday experiences, and other disciplines. We will use transformations of functions, exponential functions, logarithms, polynomials, and trigonometric functions in these explorations. 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.

Recommended: Passing Pre-Calculus 11 with 73% or better.

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

CALCULUS 12

This course is designed to provide students with mathematical understanding and critical thinking skills identified by post-secondary programs in Science or Engineering. We will explore the concept of a limit which is foundational in developing calculus. We will investigate and compute derivatives and their applications using a variety of techniques. We will also investigate integrals and their inverse relationship with derivatives. 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.

Recommended: Passing Pre-Calculus 12 with 73% or better.

SPECIAL NOTE: This course is an academically approved course.

PHYSICAL AND HEALTH EDUCATION DEPARTMENT

PHYSICAL AND HEALTH EDUCATION 10

The aim of physical education is to enable all students to enhance their quality of life through active living. Students will develop the knowledge, skills and attitudes necessary to incorporate physical activity into regular routines and leisure pursuits to live an active, healthy lifestyle; along with making healthy choices in regard to relationships, personal well-being and the community.

There are four Curricular Competencies in Physical and Health Education 10. Expectations for each area are listed below:

Physical Literacy: Apply movement skills in a variety of activities, explain fitness components and principles of training; understand the effects of exercise on body systems, explain the benefits of and demonstrate warm-up and cool-down activities; describe how changes in body growth affects movement skills and concepts; select and apply rules and safety procedures; demonstrate appropriate social behavior, etiquette, fair play; and apply leadership skills related to physical activity.

Healthy and Active Living: Daily participation in different types of physical activity; design personal nutrition plans and fitness goal setting that is specific for each individual and allows the student to identify, reflect and pursue their goals. Analyzing healthy decision-making goals regarding healthy eating, substance use and sexual health.

Social and Community Health: Allow students to propose strategies for: bullying, discrimination, abusive relationships, and stereotyping; create strategies for promoting the health and well-being of individual relationships, the school and the community. Students will complete the ACT High school CPR and AED Training.

Mental Well-being: Describe and assess strategies for promoting mental well-being for self and others; describe and assess strategies for managing problems related to substance abuse; describe changes through puberty (physical, mental, social and emotional changes).

PE 8-10 HOCKEY SKILLS ACADEMY (Optional)

The Physical Education Department at Lord Tweedsmuir is pleased to offer P.E. 10 Hockey Skills Academy. Students that register for this course and receive a passing grade will be given credit for Grade 10 Physical Education. Students take this course in place of their regular physical education course.

Students will receive both on-ice sessions and off-ice sessions throughout each week. The on-ice sessions will focus on skating and skill development. The off-ice sessions will be a combination of fitness training as they pertain to hockey, nutrition and theory. Cost: \$850.00. Approximately, 40 on-ice sessions over the semester. This fee covers ice time and guest instructors.

PE 11 & 12 SPRING HOCKEY SKILLS ACADEMY (Optional)

The Physical Education Department at Lord Tweedsmuir is pleased to offer a Spring P.E. Hockey Skills Academy. Students who register for this course and successfully complete it will earn credit for Physical Education. This course replaces the student's regular P.E. class. This program provides students with the opportunity to incorporate spring hockey training into their school day. Open to Grades 10, 11, and 12.

Students will participate in both on-ice sessions and off-ice sessions each week. On-ice sessions will focus on skating and skill development, while off-ice sessions will tentatively take place on a dry floor to continue developing hockey-related skills and overall fitness. Cost: \$850.00. Approximately, 40 on-ice sessions over the semester. This fee covers ice time and guest instructors.

FIT FOR LIFE 10 (Optional)

Fit for Life is a wellness-focused course that helps students develop the knowledge, skills, and positive attitudes needed to maintain an active, healthy lifestyle. Through regular participation in a variety of fitness activities such as weight training, core training, circuit workouts, yoga, and walking or jogging, students work to improve personal fitness while building lifelong healthy habits. The course emphasizes lifetime fitness, goal setting, inclusivity of different abilities and interests, and the use of community recreational resources, empowering students to make informed choices that support long-term physical well-being.

BIGGER (BETTER) FASTER STRONGER 10

Bigger Faster Stronger (BFS) is a high-performance fitness course designed for students, especially athletes—to improve strength, speed, agility, and overall physical conditioning both in and out of their sport seasons. The program emphasizes structured training through a consistent five-day workout plan, personal workout logs, and a highly motivated training environment. Students benefit from targeted weightlifting, plyometrics, flexibility, agility, speed, and nutrition training, all aimed at boosting athletic performance and promoting lifelong healthy habits.

A girls-only BFS course is offered for students in Grades 10–12.

Grade 10 students who successfully complete the course may receive credit for either PHE 10 or Fitness and Conditioning 11 if also enrolled in PHE 10.

PHYSICAL EDUCATION 11 & 12 (ACTIVE LIVING 11 & 12)

This course is designed to promote lifelong health and wellness through advanced physical activity, personal fitness development, and the exploration of movement skills. Students will engage in a variety of individual and team activities, strength and conditioning, outdoor pursuits, and recreational sports. Emphasis is placed on goal setting, leadership, teamwork, and the development of personal fitness. Through both participation and reflection, students will deepen their understanding of active living, well-being, and healthy lifestyle choices. This course encourages students to take responsibility for their own physical health while gaining confidence, competence, and motivation to remain active throughout their lives.

FIT FOR LIFE 11 & 12

Fit for Life is a wellness-based course that equips students with the knowledge, skills, and positive attitudes needed to integrate regular physical activity into their daily lives. Through consistent participation in fitness activities such as weight training, core training, circuit training, yoga, and walking or jogging, students enhance personal fitness and develop long-term healthy habits. The course emphasizes lifetime fitness, community recreational opportunities, inclusive participation, and personal goal setting, helping students build confidence, self-motivation, and the ability to make informed choices that support a healthy, active lifestyle beyond school.

BIGGER (BETTER) FASTER STRONGER 11/12

Bigger Faster Stronger (BFS) is a performance-focused fitness course designed for students, especially athletes, to improve overall physical fitness both in and out of their sport seasons. The program emphasizes structure and commitment through personal workout logs, a consistent five-day training plan, and a highly motivated training environment. Students enhance athletic performance through weightlifting, agility, speed, plyometric, flexibility, and nutrition-based training while developing habits that support a healthy, active lifestyle beyond high school. *A Better Faster Stronger course will be offered, that is for GIRLS only in grades 10-12.*

STRENGTH AND CONDITIONING 11/12 (WEIGHT TRAINING 11/12)

This is a grade 11/12 PE course for students interested in weight training and building their own programs. The class is designed for students wanting to improve their strength, power and overall fitness.

Students will design their own training programs that fit their specific needs in consultation with their instructor. The focus will be on supporting and encouraging students to follow a healthy, active lifestyle path. Individual students will design and implement their training plans and are expected to monitor and assess the effectiveness of their plans in relation to personal goals.

Students will explore current trends and research in fitness including strength training, core training and flexibility, CrossFit, and sport-specific training. Basic anatomy and physiology will be covered, and proper technique and safety will be emphasized.

P.H.E. PEER TUTORING 11/12 (Recommended C+ or better average in PE 10)

Please see a P.H.E. Peer Tutor Coordinator prior to selecting this course. P.H.E. Peer Tutoring is an opportunity for students to develop leadership skills, facilitate/referee games, and assist students in a physical health and education setting.

Peer tutors are role models and must contribute to a positive learning environment. Students wishing to take this course must apply to the P.H.E. Peer Tutor Coordinator (Ms. Robinson – Department Head).

Applications can be picked up in the counselling or PE office, and students will be selected based on pre-determined department criteria.

ATHLETIC LEADERSHIP 10-12

The Athletic Leadership Program is a service-based course that engages students in supporting school athletics and events through hands-on volunteer work and leadership experiences. Students develop positive leadership attitudes, strong communication and interpersonal skills, teamwork, and self-confidence while learning how to plan, organize, and operate athletic events and programs. The curriculum includes event planning and promotion, running intramurals and tournaments, assisting with officiating and scorekeeping, team building, working with elementary schools, and participating in school and community projects. All students are required to complete a minimum of 40 service hours at the school as part of their leadership development.

Students wanting to take this class need to see Ms. Nunn to apply.

COACHING – LEADERSHIP FOR TEAM SPORTS 11/12

This Sport Leadership and Coaching course develops students' leadership skills while providing training and certifications to prepare them for roles as camp leaders, sport instructors, and school or club coaches. The course blends practical and theoretical learning with regular physical activity and covers topics such as teaching fundamental skills, sport-specific training, sport psychology, athlete management, and nutrition. Students complete mandatory service hours with school and/or community teams and participate in National Coaching Certificate Program (NCCP) seminars, with opportunities to earn NCCP certification as well as Sports First Aid & Taping and hi5 Recreational Leadership certifications.

There is a course fee associated with this course for supplies and certification

SCIENCES

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 big ideas are the basis for Science 10: DNA is the basis for diversity of living things, energy change is required as atoms rearranged in chemical processes, energy is conserved and its transformation can affect living things and the environment, the formation of the universe can be explained by the big bang theory.

LIFE SCIENCES 11 (Formerly Biology 11)

Life Sciences 11 is a survey course of living things. This course has three big ideas: life is a result of interactions at the molecular and cellular levels, evolution occurs at the population level and organisms are grouped based on common characteristics. The following topics are the basis for Biology 11: Processes of Science: Correct Lab Techniques, Interpret Data, Use of Scientific Method, Taxonomy: Kingdom System of Classification, Evolution: Process of Evolution, Microbiology: Viruses, Bacteria and Protists, Plant Biology: Algae, Mosses, Ferns, Gymnosperms and Angiosperms, Animal Biology: Invertebrates and Vertebrates. The investigation and/or dissection of representative organisms are common.

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: lab safety, measurement and communication and matter and its changes; Atoms, Molecules and Ions: classification and nomenclature; Mole Concept: introduction, molar volume of gases, percent composition and molarity; Chemical Reactions: introduction and stoichiometry; Atomic Theory: introduction, periodic table and chemical bonding; Solution Chemistry; Organic Chemistry: introduction, hydrocarbons and functional groups.

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: vector and scalar quantities, uniform and accelerated motion, projectile motion, contact forces, Newton's laws of motion, forces in systems, electric circuits (DC), simple machines and power and efficiency.

SCIENCE FOR CITIZENS 11 (Formerly Science & Technology 11)

Science for citizens 11 is 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 SCIENCES 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: materials, weathering, erosion, volcanoes, earthquakes, tectonics; Oceanography: basins and currents; Astronomy: stars, solar system, earth and moon; Atmosphere: pressure, winds, weather and climate; History: geological time, earth history.

ANATOMY AND PHYSIOLOGY 12 (Formerly Biology 12)

Anatomy and Physiology 12 is a rigorous, fast-paced science course recommended for students who have earned at least a C+ in Life Sciences 11 and/or Chemistry 11 and who possess strong study skills. The course explores how the human body functions at the cellular and systems levels and requires 30–45 minutes of biology review most nights. A significant portion of evaluation is based on high-stakes testing, with major chapter tests worth 50–60 marks each, along with multiple quizzes per unit, making consistent study and strong test performance essential for success. Students must demonstrate not only detailed memory of content but also deep understanding, synthesis, and application of information. The course includes optional hands-on dissections and covers cellular biology, DNA, enzymes, cancer, and genetics in the first half, followed by an in-depth study of the major body systems in the second half.

This is a university approved grade 12 academic course.

CHEMISTRY 12

A minimum of C+ in Chemistry 11 is highly recommended. Typically, students need to have a strong foundation (or C+) in Math 11 Pre-Calculus to be successful in this course.

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

This is a university approved grade 12 academic course.

PHYSICS 12

Physics 11 is highly recommended. Typically, students need to have a strong foundation (or C+) in Math 11 Pre-Calculus to be successful in this course.

Physics 12 is an advanced course for those who plan to continue studying science at a post-secondary institution. This course will help students develop analytical, experimental and problem-solving skills. The following topics will be studied: static equilibrium, circular motion, gravitational field, gravitational dynamics and energy relationships, electric field, electrostatic dynamics and energy relationships, relativistic effects, magnetic field, magnetic force, electromagnetic induction, impulse and collisions.

This is a university approved grade 12 academic course.

SOCIAL STUDIES

SOCIAL STUDIES – GENERAL INFORMATION (Grad Requirements)

Students are required to take Social Studies 10 *plus* at least one Social Studies 11 or Social Studies 12 course to fulfill their graduation requirement.

Students may only take *one* Social Studies 11 course for credit.

Students may take *multiple* Social Studies 12 courses as electives. These Grade 12 courses do not have a prerequisite.

All Grade 12 SS courses are university approved academic courses EXCEPT Psychology 12.

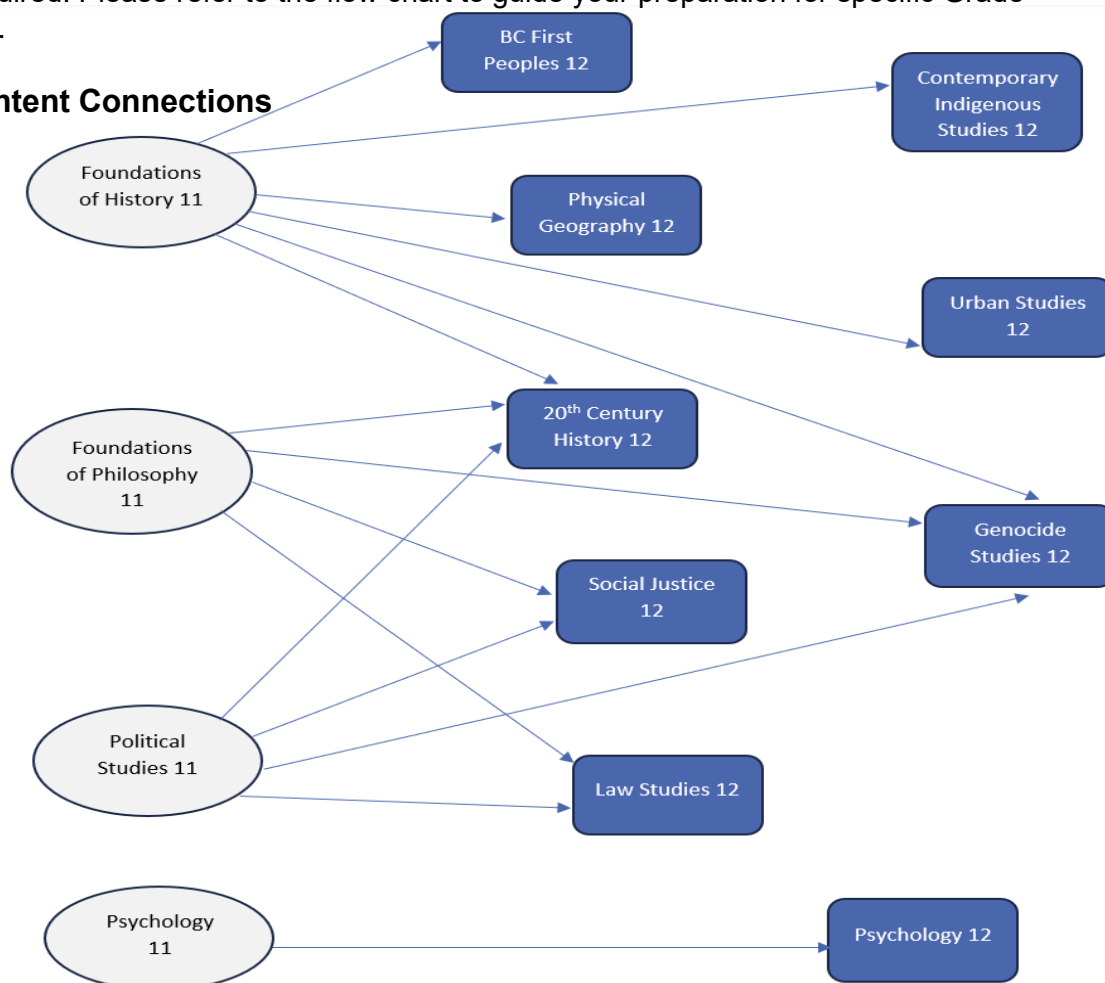
SOCIAL STUDIES 10

This course examines the many social, political, and economic changes of Canada from 1914 to current day. Students will learn about how Canada's evolving history. Important topics in Canada's epic journey include: our role in the international conflicts of WWI and WWII, the relationship between English, French, and First Peoples, colonization, the development of Canadian democracy and government institutions, elections and political ideologies, different living standards and environmental issues facing Canadians today.

GRADE 11 SOCIAL STUDIES – GENERAL INFORMATION

Our Grade 11 Social Studies courses prepare students for the academic demands of Grade 12 Social Studies. These courses help students develop advanced critical thinking, research, and writing skills, including the ability to analyze and synthesize academic texts, evaluate primary and secondary sources for bias, engage thoughtfully in discussions on sensitive topics, and articulate well-supported historical positions and ethical judgments. While taking a Grade 11 Social Studies course is encouraged before enrolling in Grade 12, it is not required. Please refer to the flow chart to guide your preparation for specific Grade 12 courses.

Grade 11/12 Content Connections



FOUNDATIONS OF HISTORY 11

Foundations in Social Studies 11 builds on the historical topics explored in Social Studies 10, examining key themes and events of the 20th century. It is well suited for students who are curious about the world and their place in it, with a focus on developing critical thinking skills to analyze important global issues and explore ways to effect positive change. Students will study social, cultural, and technological developments, colonialism and contemporary issues affecting Indigenous peoples in Canada and worldwide, current political issues at local, national, and international levels as represented in mass media, systems of power and governance in different cultures, and the strategies used by individuals and groups to promote social justice. Using the historical thinking framework, students will analyze historical significance, cause and consequence, continuity and change, multiple perspectives, ethical dimensions, and sources as evidence. While the course begins with a Canadian perspective, it will broaden to consider international contexts.

FOUNDATIONS OF PHILOSOPHY 11

This thought-provoking course invites students to explore the big questions about human existence, ethics, and justice through the lens of philosophy. The course discusses material from Philosophy, Law, and Genocide Studies. By examining the philosophical foundations of society, students will gain insight into how ideas shape the legal systems that govern us, as well as exploring how philosophical and legal frameworks have been used to address some of history's darkest chapters. Through discussions, case studies, and collaborative projects, students will develop critical thinking skills, analyze complex moral dilemmas, and engage with contemporary issues such as human rights and restorative justice.

POLITICAL STUDIES 11

This course is ideal for students curious about how power is used and abused and how much influence individuals can have over political decisions. It explores the workings of politics at municipal, provincial, and federal levels, examining how political decisions are made and what different parties, leaders, and movements represent. Students will learn how power is exercised through institutions such as parliaments, congresses, courts, the civil service, and the military, as well as through influential groups like the media, unions, corporations, and citizen organizations. The course also investigates how power is distributed in democratic systems and how informed citizens can drive change. Key questions include how political systems shape policies and outcomes in Canada and abroad, what factors are necessary for democracy and human rights to succeed, and why some countries resist democratic governance.

GRADE 12 SOCIAL STUDIES COURSES – GENERAL INFORMATION

Students may take multiple Social Studies 12 courses as electives. Grade 12 courses do not have a prerequisite, but students may benefit academically from first taking a SS 11 course.

All Grade 12 SS courses are university approved academic courses and meet entrance requirements EXCEPT Psychology 12.

20TH CENTURY WORLD HISTORY 12

Comprehending history in this course involves developing historical perspective, understanding the past on its own terms, and cultivating empathy for the experiences and viewpoints of people from diverse backgrounds and societal roles. Students will conduct historical inquiries, analyze cause-and-effect relationships, and draw well-reasoned historical interpretations using evidence and facts, while recognizing the subjective nature of historical narratives. Using the historical thinking framework, the course examines key themes and events of the 20th century and challenges students to consider questions such as the effects of conflicts on geopolitical realities, the impact of cultural, religious, and ethnic tensions, the unifying role of nationalist movements, the positive and negative consequences of technological and economic changes, and the development of human rights throughout the century.

BC FIRST PEOPLES 12

This course fulfills the Ministry of Education graduation requirement for a full-credit Indigenous-focused course and provides an in-depth exploration of the First Peoples of British Columbia. Students will examine the identities, worldviews, and languages of B.C. First Peoples, as well as the impact of contact and colonialism on their political, social, and economic lives. The course highlights the richness, diversity, and resiliency of B.C. First Peoples through topics such as self-governance, leadership, and self-determination, including both the challenges posed by and resistance to ongoing colonialism. Key areas of study include the traditional territories of B.C. First Nations and their relationship with the land; historical exchanges of ideas, practices, and materials with non-Indigenous peoples; the effects of provincial and federal policies; the role of media in supporting cultural continuity and self-determination; the governance systems of traditional and contemporary B.C. First Peoples; and the contemporary challenges they face, including the legacies of colonialism.

CONTEMPORARY INDIGENOUS STUDIES 12

Contemporary Indigenous Studies 12 fulfills the Ministry of Education requirement for a full-credit Indigenous-focused course and introduces students to the rich diversity of Indigenous cultures and peoples in Canada, exploring their unique beliefs, traditions, histories, and complex relationships with local, provincial, and federal governments and other community stakeholders. The course emphasizes regular reflection and communication of ideas through written, oral, and visual formats, while building on historical thinking skills and the First Peoples Principles of Learning. Topics of study include the interconnected relationships between humans, animals, plants, the land and water, ancestors, and spirits; the structures, purposes, and significance of storytelling in Indigenous history and memory; cultural expressions and celebrations; Indigenous advocacy, resistance, and empowerment regarding territories and rights; and issues of truth and reconciliation, including history, trauma, memory, and healing.

GENOCIDE STUDIES 12

CONTENT WARNING: This course deals with mature subject matter that may be disturbing to some students.

Genocide Studies examines case studies of the deliberate destruction of peoples and their cultures, exploring how such atrocities can be disrupted and resisted. The course investigates the use of the term “genocide” and its political, legal, social, and cultural implications, emphasizing that despite international commitments to prevent it, targeted violence against groups and minorities continues to challenge global peace. While each genocide arises from different causes, they share common patterns in progression and scope. Students study the origins and development of the term “genocide,” the economic, political, social, and cultural conditions that enable it, the characteristics and stages of genocide, acts of mass violence across the globe, and the strategies and technologies used to carry it out. The course also addresses recognition and responses to genocides, denial or minimization of their existence, the evidence used to document them, and approaches to prevention, including international law and enforcement.

LAW STUDIES 12

“We are bound by the law, so that we may be free.” – Marcus Tullius Cicero

Law Studies 12 is an academically rigorous course that explores fundamental questions about rights, responsibilities, and the legal system. Students examine what rights citizens have, what happens when legal or human rights are violated, the different types of criminal laws, the meaning of suing someone, and the rights and obligations of parents and children. To understand these issues, the course investigates the ethical, moral, and philosophical foundations of law, surveys a variety of rights and freedoms under the Charter of Rights and Freedoms, and covers criminal law (including homicide, drugs and alcohol, arrest, and trial), civil law (such as tort and negligence), family law (marriage, divorce, and parenting), precedent case studies, and First Peoples laws in Canada. Students also engage in practical experiences through criminal and civil mock trials and debates on complex contemporary issues. The course addresses sensitive and often controversial topics in the justice system, encouraging students to reflect critically and develop a deeper moral, ethical, and historical understanding of law in Canada.

PHYSICAL GEOGRAPHY 12

Geography 12 is the study of the physical environment, and how we interact with it. This course focuses on explaining the processes that shape our world, such as climate and weather, plate tectonics and volcanism, rivers, and glaciers. Human geography is also incorporated into this course, as students learn how the environment impacts both political and social developments across the globe. Topics students may explore include environmental issues, such as pipelines, renewable energy, and resource extraction. Other topics include human adaptations in earthquake-prone areas or ways to mitigate climate change. Due to our location, students will spend time learning and understanding the implications of a mega thrust earthquake that could happen and how to prepare for it.

SOCIAL JUSTICE 12

“Returning hate for hate multiplies hate, adding deeper darkness to a night already devoid of stars. Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate, only love can do that.” – Martin Luther King Jr., *Strength to Love*, 1963

Social Justice 12 examines issues of equality, equity, and justice in society, as well as their counterparts of inequality, inequity, and injustice. By exploring the distinctions between social service, social responsibility, and social justice, the course encourages students to develop a commitment to advocate for and contribute to a more socially just society. Topics of study include truth and reconciliation, feminism and patriarchy, racism and civil rights, LGBTQ+ justice, and economic justice. This participatory course emphasizes respectful and open dialogue on controversial issues, self-reflection, social analysis, and respect for diversity and inclusion, while encouraging students to take responsible action to promote positive change.

URBAN STUDIES 12

Have you ever wanted to be a part of how a city is planned? Urban Studies is about the situations that shape cities and the impact these have on the environment. In addition, it explores the quality of life for the people that live “IN” those cities. You will learn about the history of cities and urbanization in Canada and around the world. Through this course you will learn to evaluate the past, present and future design of cities, as well as the many interesting features that form a city. Critical thinking skills will be developed as you learn about urban planning and urban design. As a class, let’s discover the type of city that Cloverdale could be in the future.

PSYCHOLOGY 11

This course is an elective and does not count as a Social Studies 11 credit.

Psychology 11 explores the diversity of human behaviours. It includes the study of the human brain, how we learn, early childhood and adolescent development, and the underlying basis of personality and motivation. This course serves as an introduction to the field of psychology and provides a good foundation for students planning to pursue psychology at the post-secondary level. The course provides students with an understanding of how psychological research is conducted and introduces them to major psychological theories. Psychology is relevant in many diverse fields including medicine, law, nursing, advertising, sports, and human resources.

PSYCHOLOGY 12

This course is an elective and does not count as a Social Studies 12 credit.

Psychology 12 is an academic course for students who have an interest in the subject and wish to pursue it further at a post-secondary level.

Psychology 11 is recommended, as Psychology 12 expands on topics from that course and introduces new areas of study. This course allows students to engage in the use of scientific methods to explore and understand a variety of social issues. Students will have the chance to carry out their own research experiments in areas of personal interest. Areas of focus include Relationships, Stress and Health, Psychological Disorders, and Attitudes and Social Influence.

ELECTIVES

BUSINESS EDUCATION **APPLIED DESIGN, SKILLS AND TECHNOLOGIES**

ACCOUNTING 11

Accounting has often been described as 'the language of business'. More specifically, accounting is the process of keeping track of the financial performance of organizations. It is considered one of the business world's foundations. 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 computers - focusing mostly on the use of Microsoft Excel, learning to use all the functions of the spreadsheet. Accounting 11 will be extremely useful for any student planning to continue with accounting or business in post-secondary.

ACCOUNTING 12

Accounting 12 continues where Accounting 11 leaves off. The course starts off with a quick review and then commences with Chapter 6 of the text. Further accounting concepts are introduced and practiced, and it is more self-directed than Accounting 11. Students will be expected to work independently and take on more of a leadership role in the class. Students will be introduced to QuickBooks, an accounting software a lot of businesses use now a days. This course is extremely useful for anyone considering a career in business; especially those interested in becoming a professional accountant.

COMPUTER PROGRAMMING 11

In this course, students will be introduced to the history and development of programming languages. Some of the topics that will be covered are: applying programming terminology, creating simple variables, and generating input, output and read/write files. The course centers around the programming language call Python. Students also begin to explore app building for android.

COMPUTER PROGRAMMING 12

Students will learn advanced techniques in the python programming language. The course focuses on game development and building. This is a very self-directed class with students exploring areas of personal interest within programming. Students will apply Python programming to program real-time embedded systems in automation problem-solving.

FINANCIAL LITERACY 12

Financial Literacy 12 equips students with the real-world knowledge and practical skills needed to confidently manage money and build a strong financial future. Through engaging, hands-on learning, students explore budgeting, income, credit, debt, saving, investing, real estate, and essential financial tools that support independence after high school. By examining real pay stubs, loan scenarios, investment simulations, and everyday financial decisions, students learn how to create budgets, understand credit, grow their savings, assess their net worth, and navigate mortgages and major purchases. Completing the JABC Investment Program further strengthens their financial readiness, leaving students empowered to make informed choices and protect their financial well-being as they move into adulthood.

ANIMATION 10: NO PREREQUISITE

This course builds on foundational animation skills, introducing students to the more technical aspects of the animation pipeline. Students will explore retopology, UV unwrapping, texture painting, motion tracking, and creating armatures and rigs for animation. Whether you're passionate about movie-making, visual effects (VFX), or the art behind video game development, this course will help you take your creative skills to the next level and bring your ideas to life.

DIGITAL ANIMATION 11/12

This advanced course offers students the opportunity to take a self-directed approach, focusing on specific areas of interest within animation. Students will build a professional portfolio while exploring advanced topics such as lighting, character skinning, modeling, environment creation, and visual effects (VFX). Designed for those with a passion for movie-making, VFX, or video game development, this course provides the tools and freedom to refine your skills and prepare for a future in the animation industry.

MARKETING & PROMOTION 11

This is an introductory course designed to introduce you to the basic concepts and terms of marketing as well as give you a general understanding of the importance of marketing in today's business world and in your own life. Marketing is the process by which goods and services are introduced to consumers in the marketplace. It is affected by economic, political, social, cultural, and legal considerations. Students will develop fundamental skills in marketing research, including the study of market conditions and target populations. Students will also develop marketing strategies with which to meet customer needs. The marketing mix (price, product, place, and promotion) will be studied in detail.

MARKETING & E-COMMERCE 12

This course is designed to provide an overall, practical, and up-to-date look at major aspects of marketing. Students will explore how businesses respond to consumer expectations, distribution, and communications in both domestic and international markets. It is assumed that you have completed Marketing 11, however for some of you, this is your first Marketing course.

HOME ECONOMICS

FOODS & NUTRITION 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 soups and sauces, prepare breads and breakfast dishes while finding new and interesting ways to incorporate fruit and vegetables into your diet. Learn to decode a nutrition label as well as make informed food choices. Explore a variety of techniques for creating baked goods while at the same time gaining an understanding of the nutrition behind the food you prepare. No prerequisite required, however, students will be expected to cook at home when they miss a lab at school. Students are responsible for supplying their own apron.

FOODS STUDIES 11

This is a great opportunity to broaden your food knowledge by learning to cook using interesting seasonings and a variety of cooking/baking techniques. Your confidence in the kitchen will grow as you gain a better understanding of multiple cooking practices. In addition, this course will help create an awareness of global food issues including food recalls, national/regional/indigenous food guides, food security, food labelling, and food marketing practices. Students will also participate in recipe development, modification, and preparation through various cooking labs. No prerequisite required, however, students will be expected to cook at home when they miss a lab at school. Students are responsible for supplying their own aprons.

FOODS STUDIES 12

Foods Studies 12 will further explore new foods, flavors and techniques that you will take into your future independent life. This course will also explore global food issues that focus on health claims of foods, food justice, food safety, food production, food philosophy, and food sovereignty. Students will also participate in components of meal preparation through development, planning, designing, and modifying of methods and/or ingredients. No prerequisite required, however, students will be expected to cook at home when they miss a lab at school. Students are responsible for supplying their own aprons.

TEXTILES 10

Express yourself through creating your own textile products. Students will continue to work on advancing their sewing skills and taking them to a higher level. By using commercial patterns and current technology you will produce fashionable garments. Evaluation is based on projects and assignments.

TEXTILES 11

If you love the latest fashion and enjoy creating your own clothing, then this is the course for you. This is a highly individualized course that provides you with the opportunity to work with specialty fabrics, to learn some new and exciting techniques and to explore the fashion industry as well as possible career opportunities. Perhaps fashion design, the theatre or film industry (costume design) or retailing interest you. Impress your friends with your unique creations and your new wardrobe.

TEXTILES 12

In this advanced course, students will increase their awareness of the versatility of textiles and further develop their sewing skills. This course is highly individualized using commercial patterns or designing your own. Skills learned may be applied to further study in fashion design, production, marketing and other textile related careers.

FAMILY STUDIES 10-12

This interactive course provides life-skills and information beneficial to all students. It is divided into two main areas of study (offered alternating years): Relationships Impacting Families in Society and Child Development with Parenting. By the end of these courses, you will have a good understanding of relationships and what it means to be a part of a healthy family as well as what your expectations are for your own future family. During this course, students will have the opportunity to practice parenting skills with the Baby Think it Over Simulators (electronic babies) and gain valuable insight into the challenges of what the needs of a child are and how to meet those needs. This is a great course for anyone interested in having relationships, working with families and/or children, or planning to have a family of their own one day. No prerequisite needed; however, every student will be required to take the electronic baby home overnight as part of the course requirements.

CULINARY ARTS PROGRAM

The goal of Culinary Arts is to expose students to the many varied facets of professional cooking and baking through different media, including banquet preparation, gingerbread house design and construction, plated presentation and normal lunchtime service.

CULINARY ARTS 10/11

Culinary Arts 11 is an introductory course that allows students to experience first-hand the skills, attitudes, work habits and techniques needed in today's fast paced commercial kitchens. During this time, students will receive Food Safe Level 1 certification and will be exposed to a wide assortment of professional equipment, recipes and routines which are based on actual restaurant and hotel practice. By using these pieces of equipment, reading the recipes and following the routines, the students learn the fundamentals of commercial operations in a teaching kitchen. This course will teach students how to prepare a wide variety of food, using proper cooking methods and service practices associated with the ordering and storage of food and supplies. Students will also learn proper dishwashing procedures and are given access to a professional cook's library from which to learn valuable theory behind the practical aspects of this course.

No prior experience is needed for Culinary Arts 11 but students should show strong work ethics, attend classes regularly, be on time for class and have a strong desire to be on task all of the time. Limited supervision is available so students must be able to follow written instructions in English. This course presents a highly structured environment and while the course is taught within a high school, the expectations are in keeping with demands of a professional kitchen. Students should take Culinary Arts 11 before taking Culinary Arts 12.

CULINARY ARTS 12

It is recommended that students complete Culinary Arts 11

Culinary Arts 12 builds on the experience students gain from previous Culinary Arts courses. Students from the LTSS Culinary Arts courses have been successfully placed at locations such as the Four Seasons Hotel, the Pan Pacific Hotel and the Hotel Vancouver to name a few.

As a continuation of Culinary Arts 11, students are given more responsibility in class, are used as mentors to younger students and are expected to take more of a leadership role during class time. They are expected to know how to use most of the commercial equipment, how to follow several professional recipes and participate in after-school Banquets. A high priority is placed on working together as a team at each station, showing maturity and helping to supervise students in Culinary Arts 11. In general, these students should demonstrate the ability to perform and to work under very little supervision, once instructions have been given.

MODERN LANGUAGES

The Lord Tweedsmuir Languages Department provides opportunities for students to develop functional and spontaneous communication skills in the target language and openness towards other cultures. The language program seeks to provide students with the necessary skills to perform real-life tasks, share ideas, and acquire information. 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. To encourage openness towards other cultures, 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 is a pre-requisite for some university programs.
- A Grade 12 language course is a university approved Grade 12 academic course.

Students enrolled in a Grade 12 language course are encouraged to take the optional internationally recognized language proficiency exam: DELF for French, DELE for Spanish.

NOTE: Students with a recent background in French Immersion or Intensive French, and students who are transferring in from other provinces or countries should consult the counsellor and Modern Language department head to determine the Core French level appropriate for them before the semester begins.

FRENCH 10

Recommended that students complete French 9 prior to enrolling in this course.

This course provides continuing development of communication skills (listening, speaking, reading and writing) and grammar concepts established in French 8 and 9. Students will learn strategies to accurately source vocabulary of personal interest. Relevant themes and authentic communicative situations stimulate interest and knowledge of Francophone cultures and help students increase their ability to function in everyday situations using French. Students are expected to use their language skills in regular classroom communication with peers and the teacher. They develop composition capacities and extend conversation skills.

FRENCH 11

Recommended that students complete French 10 prior to enrolling in this course.

This course expands on language skills (listening, speaking, reading and writing) acquired in French 8-10. Students continue to increase their ability to communicate in French in authentic contexts with growing confidence. They will further develop their understanding and appreciation of culture through the exploration of engaging themes of personal interest such as ethnic cuisine and childhood memories. Students will enjoy this highly interactive course which offers many opportunities for daily spontaneous expression in French. Successful completion of French 11 provides the minimum language entrance requirement needed for most university programs.

FRENCH 12

Recommended that students complete French 11 prior to enrolling in this course.

Students work towards expressing themselves more fluently and spontaneously orally and with greater precision in writing by developing more sophisticated vocabulary and using a variety of grammatical structures. This course combines thematic units, literature, music, film, and discussion of current issues of interest to the students. Students will have opportunities to communicate in French outside the classroom on various field trips such as dining at a French restaurant and interacting with a French Immersion Elementary class. Students enrolled in French 12 are encouraged to take the optional internationally recognized DELF language proficiency exam. The DELF certificate validates their listening, reading, writing and speaking competency levels and can possibly be used for future employment or educational opportunities. This is a university approved grade 12 academic course.

SPANISH 10

Recommended that students complete Spanish 9 prior to enrolling in this course.

This course is a continuation of the Spanish 9 program. Students further develop their abilities to communicate effectively in Spanish on several topics. Along with expanding their conversational skills, students develop composition capacities.

SPANISH 11

Recommended that students complete Spanish 10 prior to enrolling in this course.

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 continues to develop. Successful completion of Spanish 11 provides the minimum language entrance requirement needed for most university programs.

SPANISH 12

Recommended that students complete Spanish 11 prior to enrolling in this course.

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. Hispanic culture and history will be explored in greater depth.

Students enrolled in Spanish 12 are encouraged to take the optional internationally recognized DELE language proficiency exam. The DELE certificate validates their listening, reading, writing and speaking competency levels and may be taken in the Lower Mainland.

This is a university approved grade 12 academic course.

INTRODUCTION TO PUNJABI 10

Punjabi 10 is an introductory course for all students who are new to learning the Punjabi language. This course focuses on developing foundational skills in Gurmukhi, the written form of Punjabi. Students will learn the Punjabi consonants, vowels (Laga Matra), and phonetics, building a strong basis for reading and writing.

In addition to language fundamentals, students will explore the linguistic history of Punjabi and gain insights into the history of Punjab. They will also learn strategies to expand their vocabulary and communicate about topics of personal interest. The course introduces students to Punjabi culture and traditions through engaging themes such as family, festivals, and daily life.

Students will participate in authentic communicative activities, helping them build confidence and competence in using Punjabi in a variety of real-life contexts. This course lays the groundwork for further study in Punjabi.

PUNJABI 11

Recommended that students complete Punjabi 10 prior to enrolling in this course.

Punjabi 11 further develops the language skills (listening, speaking, reading, and writing) acquired in Punjabi 10. Students will explore more complex grammatical structures and expand their vocabulary to communicate effectively in real-life situations. Topics of personal and cultural significance, such as music, heritage, and social issues, are explored to deepen students' understanding of Punjabi culture. This highly interactive course offers ample opportunities for spontaneous conversation and creative expression in Punjabi. Successful completion of Punjabi 11 provides the minimum language entrance requirement for most university programs.

PUNJABI 12

Recommended that students complete Punjabi 11 prior to enrolling in this course.

Punjabi 12 is an advanced language course designed for students who want to further strengthen their proficiency in listening, speaking, reading, and writing Punjabi. Building on the skills developed in Punjabi 10 and 11, this course emphasizes greater fluency, accuracy, and depth of understanding in both language and culture.

Students will engage with a wide range of authentic texts, including short stories, articles, poetry, and media, to develop their comprehension and analytical skills. They will explore advanced grammatical structures and refine their ability to express complex ideas in both written and spoken Punjabi. Themes such as identity, migration, contemporary issues in Punjab and the Punjabi diaspora, and the evolution of Punjabi language and culture will be examined in meaningful ways.

Punjabi 12 encourages students to participate in enriched communicative tasks, discussions, and presentations that promote confidence, creativity, and cultural awareness. This course prepares students for post-secondary language study and deepens their appreciation of Punjabi as a global language with rich cultural significance.



Flowchart for French & Spanish



Elementary Level:

Core French 5-7

Intensive French 5-7, French Immersion or
Transfer from another province/country with
extensive French hours

French 8



French 9



French 10



French 11



French 12

Optional DELF exam

Spanish 9



Spanish 10



Spanish 11



Spanish 12

Optional DELE exam

Punjabi 10



Punjabi 11



Punjabi 12

PLEASE NOTE:

1. If a Grade 8 student's background in **French** exceeds the level and hours required in the elementary Core French program, they may be granted permission by the Department Head to advance to French 9 or to Spanish 9. Students should clarify their language background to the counsellor when completing their course selection, to ensure appropriate placement before the semester begins.
2. If a student's **French** language skills are determined by the Department Head to be two grade levels superior, the student may be recommended to wait one year before enrolling at that level or to take Spanish for a year. Students more than two grade levels up often feel uncomfortable and not engaged in the learning community as they are not with students close to their age range. They may also lack the maturity to connect with the curriculum and expectations at that level.
3. **Spanish** heritage speakers may take a placement test to determine the level where they would be most successful. Contact counselling or speak to the Spanish teacher directly to arrange the assessment.

PERFORMING ARTS

FINE ARTS

DANCE 10 BEGINNER

This course is for students who have always wanted to learn to dance but have not yet had the opportunity or who have up to two years of experience in any genre. Students will learn the basics of multiple genres including Jazz, Hip Hop and Contemporary in a fun and supportive atmosphere. This class will enhance performance and choreography skills, while working on conditioning and technique. This class would be appropriate for students 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 opportunities.

DANCE 10 INTERMEDIATE

This course is for students with three or more years of dance experience in any given genre, either in school or at a studio. Students will have opportunities to study many genres including Hip Hop, Contemporary and Jazz. In this performance-based class, students will work to view, critique and create performances in different styles, improve technique and create choreography for stage. Students will advance at individual levels and will be encouraged to challenge themselves as dancers and choreographers.

DANCE 10 ADVANCED

This course is designed to challenge the advanced dancer and facilitate explorations of the world of dance and performance. This course is appropriate for those with five or more years of dance experience in any genre, either at school or at a studio and who have been recommended to the course. In this performance-based class, students will work to view, critique and create performances in different styles, improve technique and create choreography for stage. Students will advance at individual levels and will be encouraged to challenge themselves as dancers and choreographers.

DANCE CHOREOGRAPHY 11

This course is for student choreographers and advanced level dancers, wishing to work towards mentoring students and creating group choreography for stage. Students will be placed with a class and will work under the direction of Ms. Okrainetz to act as peer tutors and learn to create dynamic pieces for stage, using the choreography, cleaning and planning for stage processes. Students who register for choreography should be either enrolled in an advanced class, be members of a senior team or speak with Ms. Okrainetz about qualifying experience. Please note: this is a course with limited enrollment. All course requests will be reviewed by the department in conjunction with administration.

DANCE 11: BEGINNER

This course is for students who have always wanted to learn to dance but have not yet had the opportunity or who have up to two years of experience in any genre. Students will learn the basics of multiple genres including Jazz, Hip Hop and Contemporary in a fun and supportive atmosphere. This class will enhance performance and choreography skills, while working on conditioning and technique. This class would be appropriate for students 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 opportunities.

DANCE 11: INTERMEDIATE

This course is for students with three or more years of dance in any given genre, either in school or at a studio. Students will have opportunities to study many genres including Hip Hop, Contemporary and Jazz. In this performance-based class, students will work to view, critique and create performances in multiple genres, improve technique and create choreography for stage. Students will advance at individual levels and will be encouraged to challenge themselves as dancers and choreographers.

DANCE 11: ADVANCED

This course is designed to challenge the advanced dancer and facilitate explorations of the world of dance and performance. This course is appropriate for those with five or more years of dance experience in any genre, either at school or at a studio and who have been recommended to take the course. In this performance-based class, students will work to view, critique and create performances in multiple genres, improve technique and create choreography for stage.

DANCE CHOREOGRAPHY 12

This course is for student choreographers and advanced level dancers, wishing to work towards mentoring students and creating group choreography for stage. Students will be placed with a class and will work under the direction of Ms. Okrainetz to act as peer tutors and learn to create dynamic pieces for stage, using the choreography, cleaning and planning for stage processes. Students who register for choreography should be either enrolled in an advanced class, be members of a senior team or speak with Ms. Okrainetz about qualifying studio experience. Please note: this is a course with limited enrollment. All course requests will be reviewed by the department in conjunction with administration.

DANCE 12: BEGINNER

This course is for students who have always wanted to learn to dance but have not yet had the opportunity or who have up to two years of experience in any genre. Students will learn the basics of multiple genres including Jazz, Hip Hop and Contemporary in a fun and supportive atmosphere. This class will enhance performance and choreography skills, while working on conditioning and technique. This class would be appropriate for students 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 opportunities.

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ACTING 10

Recommended experience in Drama 8/9

Acting 10 is a fun and challenging course where we review basic acting techniques learned in Drama 9, then develop 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 will also 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 through several performance techniques. Topics of study include voice, movement, scripted work, monologues, theatre history and improvisation.

THEATRE PERFORMANCE 11

Recommended experience in Acting 10

Theatre Performance 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.

THEATRE PERFORMANCE 12

Recommended experience in Theatre Performance 11

Theatre Performance 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 PRODUCTION/STAGECRAFT 11/12

Recommended experience in Drama, Acting or Performance

This is an introductory course in technical theatre and backstage theatre skills. Students will have the opportunity to work alongside student actors to 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 the final project incorporating a complete design of a play. Topics studied include set design, costume design, stage lighting, sound operation, theatre terminology, theatre history, media and stage projection.

DIRECTING AND SCRIPTWRITING 11/12

This course gives students the opportunity to develop their script writing skills in more depth. While studying dramatic elements and experimenting with different forms, students will find their individual writing and directing styles. When directing, students will work side by side with the Acting 11/12 class through the creative process to produce dramatic works as well as reflect on their progress. Making aesthetic choices, students will learn to influence an audience's perspective. Students will take on a leadership role in the classroom and need to demonstrate a commitment to theatrical etiquette and practices. There will be a night performance for directors to showcase their work.

THEATRE COMPANY 9-12

Theatre company is more than a course; it is an immersive collaborative experience. Students will be given a safe place to practice taking creative risks. We will use the creative process to study various genres and dramatic elements. Students will prepare for two performances. A One Act is shown in the Winter, and a full mainstage play in the Spring. We will be connecting with other theatre company's in the district by sharing our work and supporting their productions. Being a member requires commitment, resilience and a significant contribution to personal and social responsibility.



MUSIC DEPARTMENT – GENERAL INFORMATION:

All students, in all music classes, 8-12, are required to do Make Music assignments. Each student can purchase the application for \$30 CDN to use at home or use the school practice room. Students are also required to purchase a music tie for the uniform for \$20. If a student has the tie from grade 8, another one does not need to be purchased.

Students may choose to rent the ties but are responsible for cleaning and costs associated, prior to its return.

CONCERT BAND 10: SENIOR WIND ENSEMBLE

Recommended that students complete the Concert Band 9 course prior to enrolling in this course.

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 several communities, regional and festival concerts throughout the year. It is the students' responsibility to make the necessary arrangements to attend each performance.

CONCERT BAND 11: 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.

A major tour will be undertaken in the spring with the support of parents and school administration.

CONCERT BAND 12: SENIOR WIND ENSEMBLE

There is no pre-requisite, however, Concert Band 11 is highly recommended.

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.

A major tour will be undertaken in the spring with the support of parents and school administration.

JAZZ BAND 10

Recommended that students complete a Junior Concert Band course prior to enrolling in this course.

The following instruments are included in Intermediate Jazz; Drums, Bass, Guitar, Piano, Saxophones, Trombones and Trumpet. Note: Students that play nontraditional jazz instruments like Clarinet or flute, that would like to play in the jazz group, are encouraged to learn another instrument. Flute players usually make good trombonists. We have free trombones to be used by highly motivated students. Course content will include instruction in jazz performance both as ensemble player and soloist.

Requirements: Band instrument (rent or own) and accessories. This is an entry level course for jazz studies at LTSS.

JAZZ BAND 11/12

Recommended that students have experience in jazz ensemble

Open to Grade 11 and 12 students (Grade 10s considered if class size allows). This is the most advanced course in Jazz Studies offered at Lord Tweedsmuir Secondary School. The course will be a 4-credit course offered during regular class schedule, not after school. Students participating in this course can expect to play and perform very challenging literature from all genres and style periods.

This ensemble will be hired out for professional paying gigs throughout the year and can expect to take part in evening coffee house, community, and a variety of festival concerts such as the Surrey's annual Surrey Schools International Jazz Festival.



TECHNOLOGY EDUCATION

APPLIED SKILLS

AUTO TECHNOLOGY 11

Auto Technology 11 is an introductory course providing the students with a general overview of today's automobiles and light trucks. Shop work involves learning diagnostic and hand skills needed to do general maintenance servicing, lubrication & coolant changes, disc & drum brake repairs, tune-ups, etc. that are needed on today's vehicles. Quality workmanship, cleanliness and SAFETY will be always expected. Whether you choose to follow a related career in this field, or to expand your knowledge and skills for general interest, exposure to the Automotive Industry, its products and service network will offer challenges and rewards for you.

AUTO TECHNOLOGY 12

Recommended that students have taken Auto Technology 11

This course is an extension of materials covered in Auto 11, both theory and practical work, although more emphasis will be placed on the practical hands-on shop work. The course is designed to give students a strong basic knowledge of the construction, operation, service and maintenance of all aspects of modern automobiles and light trucks. The students will be encouraged to use reasoning to diagnose/solve problems, reference textbooks and technical service CD's/manuals for manufacturer specifications and develop the mechanical skills to complete the job repairs correctly. A clean, safe and quality work ethic will be always expected during the course.

DRAFTING & DESIGN 10

Students will be introduced to the exciting world of graphic communication using a design-oriented problem-solving approach. This course will provide students with a basic understanding of the following concepts: sketching, orthographic projection, dimensioning, working drawings, modeling and architectural drawing. Students will complete drawing assignments using two- and three-dimensional computer assisted design programs. Students will be given the opportunity to print 3D and use a CNC Mill.

DRAFTING & DESIGN 11

The main objective of this course is to offer a combination of knowledge and "hands-on" skills that will be valuable over a lifetime, as well as opening doors to a variety of career options. This course would be beneficial for students going into engineering, design or the trades. The areas of focus will include sketching, 3D printing, CNC programming, Computer aided drafting with an emphasis on architectural and mechanical drawings. Students will apply the acquired skills in the design, drawing and prototyping of student/teacher selected projects.

DRAFTING & DESIGN 12: TECHNICAL VISUALIZATION

Recommended that students have taken Drafting & Design 11

This course is intended for students who are interested in engineering, design, and drafting or are planning a career in associated fields. This course continues to develop skills learned in Drafting 11. Students will design, sketch, draw mechanical and architectural drawings and understand their connection to industry. Greater emphasis will be placed on 3-dimensional drafting using Inventor, Revit and AutoCad design software. Students will be given the opportunity to 3D print and use a CNC Mill for prototyping.

ELECTRONICS 10

In this hands-on course students will learn about Electronic circuits and how they operate. As the students build and trouble shoot projects the theory of electronics and how various components work will be explored. Some examples of Electronics projects students will build include Robo Ear, FM bug spy mic and the Strobe Light.

ELECTRONICS 11

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

ELECTRONICS 12

Recommended that the student has taken Electronics 11

Students will learn to solve more complex circuits using Ohm’s law and Kirchoff’s current and voltage laws. They will also further their knowledge of design and development processes of printed circuit boards. Digital electronics will be a central component of this course, with further development of electromechanical and robotic devices.

FILM AND TV 10

Students will learn the basics of video camera use and how to edit using Adobe Premier Pro. Emphasis will be placed upon Video Production and Desktop Editing and Animation (traditional & computer). Students will be required to do assignments in each of the core areas, but enough flexibility is given to allow students to pursue in-depth, an area of special interest. All course participants will be required to produce a final video project on a topic of their choice.

FILM AND TV 11

(Fine Art & Applied Skill)

This course is designed to introduce students to the broad range of communications technology. This is a lab-oriented course offering students a practical “hands on” approach to problem solving, experimenting, creating, designing and building within the area of communications. Emphasis will be placed upon the following areas of video production: Shooting Scripts, Video Composition, Sound, Lighting, Desktop Editing, Animation and creating the Eye of the Panther an LTSS TV show. Students will be required to do assignments in each of the core areas, but enough flexibility is given to allow students to pursue in depth, an area of special interest.

FILM AND TV 12

Recommended that students have taken Film and TV 11

This course continues to develop skills learned in Film and TV 11. Emphasis will be placed upon the following areas of video production; Video Composition, Sound, Lighting, Desktop Editing, Special Effects, and organizing the Eye of the Panther. Students will be required to do assignments in each of the core areas, but enough flexibility is given to allow students to pursue in depth, several areas of special interest.

VISUAL EFFECTS FOR FILM & TV 11

(Media Technology 11 - Board Approved)

This course addresses basic principles of media technology and then provides students with advanced instruction in the areas of: media, graphics, animation, and will focus on the creation of special effects. Students will have access to digital graphics production hardware and software and will be challenged to create special effects and motion graphics for film and television.

The main software we will be exploring is Adobe After FX to animate, alter and compose media using various tools and optional plug-ins. The program is widely used by motion-graphics professionals, website designers, and visual effect artists for post-production on digital films, DVD, video and the web.

METALWORK 10

Metalwork 10 is an introduction to metal work. Students will learn techniques and principles in metal fabrication, welding, casting, metal art, and jewelry making.

METAL FABRICATION & MACHINING 11

Metal 11 is designed as an introductory course where students become familiar with the processes of manipulating metal with hand and machine tools. Students will produce several projects, each of which will have different objectives to demonstrate metal forming/manipulating processes.

Specific course learning objectives will include hand and machine tool usage and safety, measurement (including precision measurement), material and fabrication processes, welding (MIG, ARC, Oxy-acetylene and spot-welding), surface layout, various methods of cutting, drilling, bending, casting, forging, precision machining, and a sense of good work ethic. Upon the completion of this course students will have lifelong skills, which can be used immediately in work or hobby.

METAL FABRICATION & MACHINING 12

Recommended that the student has taken Metal Fabrication & Machining 11

Metal 12 facilitates all the skills previously learned in Metal 11. Students will have the opportunity to learn advanced procedures on the same equipment used in Metal 11, with the addition of some applied theory. Students will be given the opportunity to use the design process to create their own working drawings and projects. Post-secondary education and career options will be explored. Upon finishing this course students will have a broad knowledge of metal work to be used for career opportunities or to further their hobby interests.

WOODWORK 10

This hands-on course builds upon skills and processes introduced in Wood 9, which is recommended but not required for this course. Projects are teacher and student driven, with a greater emphasis upon student design. Through the manufacture of projects, students will learn and demonstrate their ability to accurately measure and manipulate both hand and machine tools.

CARPENTRY & JOINERY 11

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

CARPENTRY & JOINERY 12

Recommended that the student has taken Carpentry & Joinery 11



The main objective of this course is to offer an advanced combination of knowledge and hands-on skills that will build on previous experience in woodwork.

The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of wood related products. Students will apply the acquired skills in the design and construction of advanced teacher/student selected projects. Post-secondary and career options are explored in the related subject areas.

ENGINEERING 11/12

In Engineering 11/12, students will learn to design for the life cycle, including the considerations of social and environmental impacts. Students will also explore personal design interests which will focus on the evaluation and refinement of skill and explore how tools and technologies can be adapted for specific purposes.

Students will focus on the engineering design process and apply practical solutions to real world problems. Engineering 11/12 is a challenge-based course where students will design, draft and fabricate projects to address real world challenges. Students will first explore basic skill building projects, possibly including truss bridges, airplanes, Rube Goldberg machines, aqueduct, wind/solar/electric cars. Students will advance to bigger designs throughout the course. Typical projects may include a minigolf hole, Balsa wood glider, trebuchets, Hurricane & Earthquake proof structure design. Student who are taking Engineering a second time are expected to apply the design progress and work in a self-directed manner to create a more advanced project(s) of their choice.

As well as practical skills, students learn transferable life-skills such as problem solving, work ethic, perseverance, and collaboration. Students will also learn design skills using 3D printing & laser cutting.

VISUAL ARTS

STUDIO ART 10 GENERAL

This is a first-year art course that has at its core The Creative Process and the Elements and Principles of Design. Students will be taught techniques in drawing, painting, 3-D art, etc., and idea development. Students will follow the steps of the creative process for each project. Students will continue to build their artistic confidence, they will be introduced to the purpose and utilization of sketchbooks, and they will continue to explore various media.

ART STUDIO 3D 10

This course is intended for students who are new to 3-D art. The Creative Process and the Elements and Principles of Design will be used by students for each project. This Sculpture course is an introduction to three-dimensional art - vocabulary, materials, and techniques. Students will work with wire, cardboard, plaster, clay and/or wood.

ART STUDIO 3D 11

This course is intended for students who are interested in 3-D art. The Creative Process and the Elements and Principles of Design will be used by students for each project. This Sculpture course is an extension of C&S 10 - the vocabulary, materials, and techniques. Students will work with wire, cardboard, plaster, clay and/or wood.

ART STUDIO 3D 12

This course is intended for students who are interested in further developing their skills in 3-D art. The Creative Process and the Elements and Principles of Design will be used by students for each project. This Sculpture course is a continuation of learning three-dimensional art - the vocabulary, materials, and techniques. Students should have a solid understanding of material techniques, composition, and balance.

PAINTING AND DRAWING 11

This course is intended for students who are new to painting and drawing. The course will focus on basic techniques in drawing, water colour painting and acrylic painting. The Creative Process and the Elements and Principles of Design will be used by students in the development of their own artistic style.

PAINTING AND DRAWING 12

This course is intended for students who want to further develop their skills in painting and drawing. The course will focus on advanced techniques in drawing and painting. Students should have a good understanding of acrylic and watercolour techniques, one point perspective, the human form and proportion. The Creative Process and the Elements and Principles of Design will be used by students in the development of their own artistic style and project development.

STUDIO ART 11 GENERAL

This course is intended for students wanting to take their art to the next step. Instruction will focus on conceptual development (e.g.: developing your own creative ideas). Students should have a good understanding of technical processes in drawing, painting and/or sculpture. Students will be expected to produce mature, high-quality work while developing their own artistic style. Projects will range from drawing, painting, printmaking, and sculpture. It is recommended that students have some background in artistic technique, but the course is open to anyone willing to learn and explore their creative side.

STUDIO ART 12 GENERAL

This course is intended for serious art students who are working towards attending Art School at the Post-Secondary Level, or art students who want to further develop their own artistic styles. Students should have a solid grasp on technical skills (drawing in perspective, portraiture in correct proportion, acrylic painting techniques). This is an Independent Studio Class where students develop and propose their own projects over the semester. All students work towards a final Gallery and Silent Auction Night to show off their work.

PHOTOGRAPHY 10-12

This is an introductory course intended to teach students the basics of how to use digital cameras, basic composition techniques and Photoshop techniques. Students will start to use photography as a tool for seeing and exploring the world in expressive and personal ways. Students will have various shooting assignments to be completed both at home and in class. Projects emphasize image composition, camera technique, and the exploration of personal interests.

YEARBOOK / PHOTOGRAPHY 11/12

Yearbook/Photography is a full-year linear, project-based course that blends the art of photography with the creative and collaborative process of yearbook production. Students will take on different roles such as photographer, page designer, interviewer, editor, and marketing as they work together to produce the school's official yearbook. Students will deepen their skills in visual storytelling, photojournalism, and layout design using professional tools such as Adobe Lightroom, Photoshop, Canva, and Procreate. This course is ideal for students who are passionate about photography, design, and media production, and who thrive in a creative, collaborative, deadline-driven environment. By the end of the year, students will have contributed to a professionally published yearbook and built a portfolio of work showcasing their creative and technical skills.

Student must fill out an application form. For more information, please contact Mr. Tam or Mrs. Morrison

Other

BOARD APPROVED COURSES

PEER TUTORING 11/12 (including BASES Peer Tutoring)

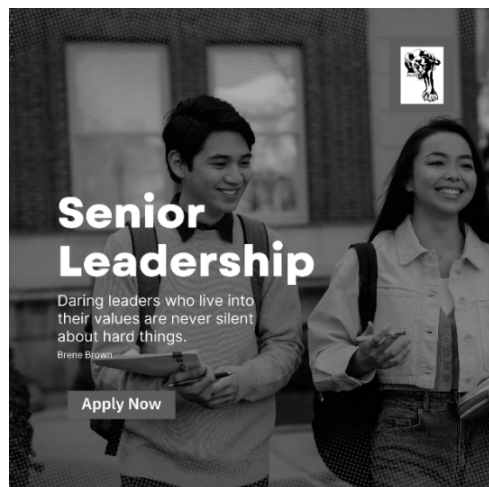
Students must submit a Peer Tutoring application to the Peer Tutor Coordinator to receive approval for this course. Please see a Counselor prior to selecting this course. Peer Tutoring is available to students in grades 11 and 12. The Peer Tutoring Program offers opportunities for students to develop their communication skills while assisting peers academically and socially. BASES peer tutors will also work with students with complex needs under the guidance and supervision of school staff. All peer tutors must behave responsibly and maturely. Peer tutors are role models and must contribute to a positive learning environment. Excellent attendance, good work habits, and good grades are prerequisites to being a peer tutor. Students interested in BASES peer tutoring will be selected based on pre-determined department criteria, including excellent attendance and work habits. (*For BASES PE Peer Tutoring, please see PHE Peer Tutoring for information.*) Note: As Peer Tutoring is a credit course, it cannot be used for service/volunteer hours for scholarship applications.

P.H.E. PEER TUTORING 11/12

Recommended C+ or better average in PE 10

Please see the P.H.E. Peer Tutor Coordinator prior to selecting this course. P.H.E. Peer Tutoring is an opportunity for students to develop leadership skills, facilitate/referee games, and assist students in a physical health and education setting. Peer tutors are role models and must contribute to a positive learning environment. Students wishing to take this course must apply to the P.H.E. Peer Tutor Coordinator and will be selected based on pre-determined department criteria.

SENIOR LEADERSHIP (Leadership 10, 11 and 12)



In Senior Leadership, you will have the opportunity to learn skills that will help you develop confidence in your leadership capacity. It will also enhance your university applications and employability – the top five skills for which employers are looking are leadership, communication, problem-solving, work ethic, and teamwork.

In this course, you will learn and practice all of these as you plan and run events for our school and/or in the community. You will study different leadership styles; learn planning, goal-setting, and reflective thinking skills; and work to positively impact the climate and culture of our school and community.

This course is suited for grade 10-12 students with strong self-management skills who are interested in taking on leadership roles and want to make a difference in our school. They will need to be responsible and able to work as a team, taking on both leader and follower roles as their group plans, organizes, and runs events. Interested students must apply for the course (see the QR code to the right). This course is a year-long one that will run during fifth period on Tuesdays and Thursdays.

NOTE: Leadership 11 is a pre-requisite for Leadership 12, although Leadership 10 is not a requirement for Leadership 11. See Ms Smith in C211 for more information on the structure of and/or application to the course.



LIBRARY LEARNING COMMONS INQUIRY 11

This course provides students interested in library or information related careers with an introduction to library services and management. Duties of the library student will include circulation of books, shelving materials, promoting library programs, accessing information online and assisting students researching in the library or searching for a book.

An application is mandatory prior to being accepted in this course. No previous library experience is required. Candidates must possess a mature attitude, be able to work independently with a minimum of supervision and have an excellent attendance record. An understanding of decimal numbers is an asset

SPECIAL EDUCATION PROGRAM

Learner Support Team (LST)
English Language Learners (ELL)
BASES Program

LST 10-12

Students enrolled in a Learner Support Team (LST) support block (by invitation of the LST department) will further develop their skills in the use of assistive technology, executive functioning, learning styles, and self-advocacy. Additionally, students will receive support with completing academic coursework. Regular attendance is mandatory for this course.

ENGLISH LANGUAGE LEARNER PROGRAM (ELL)

The English Language Learner program enables new students whose first language is not English to develop their reading comprehension, written output and spoken language skills. The goal is to increase their level of English proficiency so that they can fully participate in academic courses as soon as possible.

BASES PROGRAM (BUILDING ACADEMIC SOCIAL & EMPLOYMENT SKILLS)

The BASES program is designed to help students with intellectual disabilities in grade eight through twelve with basic reading, math, life, social and employment skills. In grades eleven and twelve, students spend the second semester in various work placements in the community. Students are placed in this program by the District.

BASES WORK EXPERIENCE

BASES work experience is a program within the *Building Academic, Social, and Employment Skills* framework that helps students with diverse learning needs gain practical job skills. It provides structured, supported placements in school or community settings where students practice tasks like communication, teamwork, punctuality, and workplace behavior. Each experience is tailored to the students' abilities and linked to their Individual Education Plan (IEP), aiming to build independence and prepare them for future employment.