

# Ladysmith Secondary School



2022-2023

Program Survey

**GRADES 10 - 12**

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## 2022-23 GRADUATION PROGRAM PLANNER

	<b>Required Courses</b>	<b>Credits</b>	
<b>Foundation (Core) Courses</b>	an English Language Arts 10	4	
	an English Language Arts 11	4	
	an English Language Arts 12	4	
	a Mathematics 10	4	
	a Mathematics 11 or 12	4	
	a Social Studies 10	4	
	a Social Studies 11/12	4	
	a Science 10	4	
	a Science 11 or 12	4	
	a Fine Arts or Applied Skill 10, 11 or 12	4	
	Physical and Health Education 10	4	
	Career Life Education	4	
	Career Life Connections (2 credits in grade 11 and grade 12)	4	
		<b>Foundation Total</b>	<b>52</b>
	<b>Elective Courses</b>	<b>Elective Courses*</b>	<b>Credits</b>
Student must complete at least 28 elective credits from Grade 10-12 courses.		<b>28</b>	
<i>Overall Credits Needed to Meet Grad Requirements</i>		<b>Total Credits</b>	<b>80</b>
Note: 16 credits must be at the grade 12 level			

<b>Graduation Assessments</b>	
Numeracy Assessment	Literacy Assessment grade 10 and 12

**\*All elective courses depend on sufficient enrolment in order to be programmed for the upcoming school year. What does that mean? Not all courses in this program will occur next year.**

## **DISTRICT PROGRAMS – Career Pathways (CTC)**

A significant labour shortage in British Columbia is projected over the next ten years, just under a million job opportunities are expected. Careers and Technical Center (CTC) programs allow students to learn more about “in demand” jobs, gain work-based training, and/or earn post-secondary training while attending high school. To learn more about our programs, contact the CTC @ 250-754-2447 or email: [ctc@sd68.bc.ca](mailto:ctc@sd68.bc.ca) or visit <https://www.ctc-careerpaths.ca/programs/>

## **DUAL CREDIT – YOUTH TRAIN IN TRADES and CERTIFICATE PROGRAMS**

**This program is open to grade 12 students.**

Students would take this Program during their grade 12 year and should apply during in grade 11. The Dual Credit Trades and Applied Skills Program is a provincially recognized partnership between Nanaimo Ladysmith Public Schools and post-secondary institutions. Students involved in this program earn both high school (4 credits / month) and university credits (dual credits) during their studies while completing the first year toward a Red Seal Trade or Certification Program. Successful applicants are sponsored and do not pay tuition fees. Students are required to pay for application fees, activity fees, books and supplies. Since students are classified as high school student’s they are not eligible for student loans. Students normally graduate at the same time as their peers but receive a post-secondary credential, in addition, to their high school diploma. Seats are currently offered in the following programs:

*Administrative Assistant | Legal Secretary| Accounting Assistant| Aircraft Maintenance Technician | Automotive Service Technician | Automotive Collision Repair | Automotive Refinishing | Baker | Carpenter | Professional Cook Level 1| Iron Worker |Machinist | Electrician | Hairdresser | Heavy Duty Mechanic | Heavy Equipment Operator | Dental Assistant |Education Assistant |Health Care Assistant| Plumbing | Horticulture| Information Technology & Applied Systems | Motorcycle/Marine Technician | Marine Service Technician |Refrigeration Mechanic – HVAC | Welder*

Students are encouraged to consult with their school counselor or CTC Advisor about this graduation option during their grade 10 or 11 year. Although basic requirements vary from program to program, a passion for the trades training or applied skills program is considered a minimum standard for program. Applications are accepted ongoing until the program(s) is full but waitlist applications may be considered as an alternate. Some applicants must complete a VIU assessment prior to consideration for this program.

## **YOUTH EXPLORE TRADES SAMPLER (formerly Discovery Trades)**

The Trades Sampler Program(s), are offered at the VIU campus, from, September - November and February - April provides a hands-on experience in a variety of in-demand trade careers (i.e. welding, carpentry, electrical, motorcycle and marine technician, auto service technician, heavy mechanical trades, etc.) The deadline for applications will be early December, however, waitlist applications may be considered if received after this date. A Student Transition Plan will be developed between the student and CTC program advisor; this plan will identify graduation requirements and the transition plan from high school to the work place and/or post-secondary training. See our website for more details and deadlines. There may be an all-female and/or an all-Aboriginal cohort offered.

## DUAL CREDIT – ENRICHMENT - VIU

### Grade 11 students register to attend VIU courses during grade 12.

Grade 11 students register to attend VIU courses during grade 12. If you qualify, do not miss the opportunity to be awarded the highest priority for registration to almost all first-year courses. Information sessions and pre-registration usually opens in early February and closes in March. The Dual Credit Enrichment program offers VIU classes to youth who are planning on attending a specific post-secondary program after graduation. Student must meet all VIU prerequisite to be eligible. Approved applicants are selected and contacted in April to register for the VIU classes. Students can enroll in up to two courses per semester and four courses per year. **The courses must lead to a specific occupation.** The school district sponsors (pays) tuition but students are responsible for all other costs such as the application fee, student fees, student activity fee, materials, textbooks, etc. It is important to discuss this option with a counselor, parent, VIU advisor and CTC advisor. See the website for more details and current deadlines.

## YOUTH WORK IN TRADES

This program is open to youth ages 15 – 19 years. Employers must provide a registered ITA employer sponsor.

This program allows youth to get a head start for a career in the trades by earning ITA work based training hours, getting up to 16 high school course credits, and becoming eligible for a \$1000 ITA Award. High school course credits begin when the student is registered with the ITA with an approved ITA employer sponsor and the application package has been approved. The employer sponsor must provide WCB coverage for paid positions. These courses are completed outside of the regular school schedule, such as evenings, weekends, school breaks and summer. The student will earn 4 credits for completing 120 work hours and required pre-employment related assignments. The student can earn up to 4 courses or 16 credits. The \$1000 ITA Award is intended to assist the apprentice with the purchase of tools, equipment, materials or tuition; the student must report up to 900 work-based hours to the ITA before December 31 of the school year that they turn 19 years old.

Registration is ongoing.

## ENTRANCE REQUIREMENTS FOR BC UNIVERSITIES

Students planning to attend a college or university need to check each institute's website to find out general admission and program requirements.

A list of the Post-Secondary Institutes in BC to which students commonly apply:

Vancouver Island University	<a href="http://www.viu.ca">www.viu.ca</a>
University of Victoria	<a href="http://www.uvic.ca">www.uvic.ca</a>
University of British Columbia	<a href="http://www.ubc.ca">www.ubc.ca</a>
Simon Fraser University	<a href="http://www.sfu.ca">www.sfu.ca</a>
University of Northern British Columbia	<a href="http://www.unbc.ca">www.unbc.ca</a>

Capilano College

[www.capcollege.bc.ca](http://www.capcollege.bc.ca)

Camosun College

[www.camosun.ca](http://www.camosun.ca)

Emily Carr Institute of Art Design

[www.eciad.bc.ca](http://www.eciad.bc.ca)

British Columbia Institute of Technology

[www.bcit.ca](http://www.bcit.ca)

For more information on B.C. post-secondary institutions, go to: [www.educationplanner.bc.ca](http://www.educationplanner.bc.ca)

## SCHOLARSHIPS & AWARDS

### **Provincial Scholarships Program**

For information on the Provincial Scholarship program, please visit the following website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/scholarships/provincial-scholarships>

**BC Excellence Scholarship** - \$5000 to 55 students throughout the province. Schools can nominate one candidate, criteria listed on the above website

**Pathway to Teacher Education Scholarship** - \$5000 to 20 graduating students throughout the province, criteria are listed on the above website.

### **District /Authority Scholarships**

Dogwood District/Authority Awards are intended to assist students in furthering their post-secondary education. They are available to graduates who excel in any of the following areas:

- Fine Arts
- Applied Skills
- Physical Activity
- International Languages
- Indigenous Languages and Culture
- Community Service
- Technical and Trades Training

The award will consist of a \$1250 voucher that can be used toward a student's post-secondary tuition. Students apply through LSS.

### **LADYSMITH SCHOLARSHIPS, BURSARIES, AWARDS**

Many awards, scholarships, and bursaries are financed by local organizations, businesses and individuals. A "Ladysmith Scholarship Committee" will receive applications from all interested Grade 12 students and will disperse funds to deserving students. Students apply to these in February and March. For more information see <http://www.nlsf.ca/>

### **MAJOR AWARDS**

#### **Governor-General's Bronze Academic Medal**

The first medals of the Governor-General were awarded in Canada over a hundred years ago. The Earl of Dufferin, the third Governor-General after Confederation, inaugurated what has become the most prestigious award that a Canadian student can receive. This medal is awarded to the student with the highest academic standing in the graduating class. The medal will be presented after final marks are received by the school in July.

**Note:** Additional information regarding scholarships can be found in the Counselling Centre.

## EXTERNAL COURSES

A ministry-accepted External Course is a Ministry-Authorized course that has an organized set of learning activities developed or offered outside the British Columbia School system and set out in Schedule 4 of the Graduation Requirements Order. Students receive graduation credit for successfully completing an External Course. These courses are of an equivalent standard to other Ministry-Authorized senior secondary courses.

Some Examples:

- 1) Second Language
- 2) Music/Dance
- 3) Provincial or National Athletics
- 4) Cadets, 4-H, Occupational Programs
- 5) ICBC Driver Education

\*\* For more information on external courses see your counsellor.

## STUDENT SUPPORT SERVICES

### THE KEY

LSS offers an inclusionary model of support. Through the Key, students will be supported in class by support staff (EA's), support teachers in classes, literacy and numeracy interventions and situational assignments to "The KEY". Arrangements can be made for 'KEY' support if a parent, guardian, teacher, counsellor, or administrator believes a student would benefit from extra help or an adapted environment. If a student believes they would benefit from this daily support, they should speak to their teacher, and make an appointment with their counsellor to discuss programming options. We offer short and long-term support, exam-writing space, access to technology and flexibility in regards to individual student learning outcomes and competencies. Students will be active in discussing their academic needs. In rare cases, students will be enrolled in support blocks for the purpose of specific areas of need or delivery of adapted forms of courses.

### COUNSELLING

Counsellors are assigned to assist students on an advisory and consultative basis, and are available by appointment or on a drop in basis. Parents/Guardians are encouraged to contact the counsellors and subject teachers at any time they have concerns about their child's educational program or social emotional well-being.

### LSS OUTREACH PROGRAM

This Tier 3 school-based specialty program is designed for students who require an adapted form of instruction that will include an individualized schedule and academic program. Each of the students in the program, in collaboration with the teacher, will generate personalized goals and complete courses that directly benefit the student for the purposes of graduation. In some cases, the teacher will provide home or neutral site visits to deliver curriculum that best fits the student's particular needs. The teacher will also provide connections to agency or counsellor sessions that support the student or family. Entrance to the program is through student referral to the LSS school-based team, at which time students' needs will be discussed and a plan of action will be determined.

## INDIGENOUS EDUCATION

Aboriginal Education in NLPS enriches the educational opportunities for all students. Access to Indigenous knowledge pertaining to our First Peoples of Canada is an important component to our school community. The goal of Aboriginal Education is to ensure that Aboriginal and non-Aboriginal students benefit from the services offered.

Section 35 of the Constitution of Canada recognizes First Nations, Inuit, and Métis as the Aboriginal Peoples of Canada. Parents and/or students can self-identify as a student with Aboriginal ancestry on their student verification form. Academic, cultural, and individual development enhancement opportunities will be provided to students who are of Aboriginal ancestry. The premise for this is to promote Aboriginal students' understanding of their heritage, sense of belonging, and the personal belief that they can be successful in BC's Education system.

At Ladysmith Secondary School, enhancement opportunities for Aboriginal and non-Aboriginal students are offered through academic support, cultural appreciation and individual development. Academic Support is facilitated by the Aboriginal Education Teacher and the Aboriginal Education Assistant. Cultural appreciation occurs daily through classroom, school, and community activities, leadership opportunities and the Hul'qumi'num' teacher and classes. Individual development of Aboriginal students in the school is supported by Aboriginal Personnel, School Counsellors and the School Based Team.

## ENGLISH LANGUAGE ARTS

### ENGLISH LANGUAGE ARTS 10 COURSES

*The aim of English Language Arts is to provide all students with opportunities for personal and intellectual growth using all forms of communication to make meaning of the world and to prepare them to participate effectively in all aspects of society.*

**All Students will complete Composition 10 and First Peoples Literary studies 10. Language Arts course for a total of 4 credits.**

#### **COMPOSITION 10** (2 credits) MCMP510--S

Composition 10 is designed for students who have an interest in developing their skills in written communication in a variety of contexts. The course provides students with opportunities to think critically as they explore, extend, and refine their writing. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The course provides opportunities for diverse learners to be supported in developing and refining their writing abilities.

#### **ENGLISH FIRST PEOPLES: LITERARY STUDIES 10** (2 credits) MEFLS10--S

Designed for students to study of literature in general. The course allows students to further explore literature as they consider specific themes, periods, authors, or areas of the world through literary works in a variety of media.



## **ENGLISH LANGUAGE ARTS 11 COURSES**

**\*One 4-credit Grade 11 Language Arts Course is required for Graduation.**

### **COMPOSITION 11** (4 credits) MCMPS11--S

Composition 11 is designed for students who have an interest in refining their skills in written communication in a variety of contexts as they continue to explore, extend, and improve their writing. The course provides opportunities for students individually and collaboratively to study, create, and write original, authentic pieces for diverse purposes and in diverse forms. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The course provides opportunities for diverse learners to be supported in developing and refining their writing abilities.

### **CREATIVE WRITING 11** (4 credits) MCTWR11--S

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

## **ENGLISH LANGUAGE ARTS 12 COURSES**

**\*One 4-credit Grade 12 Language Arts Course is required for Graduation.**

### **ENGLISH STUDIES 12** (4 credits) MENST12--S

English 12 builds upon and extends students' previous learning experiences in English Language Arts. This course provides students with opportunities to

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

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to build comprehension skills and make connections. Students will evaluate how literary elements,

techniques, and devices enhance and shape meaning and impact text. Building on reading and writing skills, including language conventions, is at the core of language development in English 12.

### **ENGLISH 12 FIRST PEOPLES** (4 credits) MENFP-12--S

English 12 First Peoples provides opportunities for all students to engage with 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 story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction). A key feature of the course is its focus on authentic First Peoples voices (i.e., historical or contemporary texts created by or with First Peoples).

In EFP 12 students will have the opportunity to:

- examine texts grounded in a diversity of First Peoples' cultures, including local First Nations or Métis communities
- extend their capacity to communicate effectively in a variety of contexts
- think critically and creatively about the uses of language
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that have shaped and continue to shape their own identities
- appreciate the importance of self-representation through authentic First Peoples' text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understandings of what it means to be educated Canadian and global citizens

English 12 First Peoples is the academic equivalent of English 12. The course is designed to enable students to develop the English language and literacy skills and capacities they must have in order to meet British Columbia's graduation requirements.

### **PROVINCIAL LITERACY ASSESSMENT**

The grade 10 literacy assessment was introduced in the 2019/20 school year. The grade 12 literacy assessment was introduced in 2021/22 school year. Students write the assessments in November, January, April and June. Students may complete this assessment anytime between the grades of 10-12 and may complete it up to three (3) times. A proficiency score will be included on the students' transcript. This assessment is not included in any specific course grade.

<https://curriculum.gov.bc.ca/provincial-assessment>

## SOCIAL STUDIES

### **SOCIAL STUDIES 10** (4 credits) MSS--10--S

This course focuses on Canada and the world from 1919 to the present. Topics covered include: how global and regional conflicts have been a powerful force in shaping our contemporary world and identity, and how worldviews lead to different perspectives and ideas about developments in Canadian society. Attention will also be made on how historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

**ALL GRADE 11 STUDENTS ARE REQUIRED TO TAKE ONE OF THE FOLLOWING FOR GRADUATION. YOU MAY TAKE MORE THAN ONE OF THESE GRADE 12 COURSES**

**EXPLORATIONS IN SOCIAL STUDIES 11** (4 credits) MEPSS11—S

The curriculum for Explorations in Social Studies 11 is based on students' interests, strengths, Big Ideas and Content. **This course is recommended for students that received less than 73% in their Socials 10 course.** Students will explore at least three of the following:

- social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)
- colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12)
- natural resource use and local, regional, national, or global development (adapted from Human Geography 12)
- diversity of B.C. First Peoples territories and communities (adapted from B.C. First Peoples 12)
- rights of individuals in Canada (adapted from Law Studies 12)
- representations of natural and human-made phenomena (adapted from Physical Geography 12)
- methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)
- recognition of and responses to genocide (from Genocide Studies 12)
- global issues in urbanization

**Note: The following satisfy the socials 11/12. A mark of 73% or more in Socials 10 or teacher recommendation is encouraged.**

**20<sup>th</sup> CENTURY WORLD HISTORY 12** (4 credits) MWH--12--S

This elective course in 20<sup>th</sup> Century World History should help students gain a clearer understanding of the world in which we live. This course examines concepts such as the rise and rule of authoritarian regimes, global conflicts, independence movements, and revolutions; and human rights movements, including those of Indigenous peoples. Attention will be paid to how human activities alter landscapes in a variety of ways.

**GENOCIDE STUDIES 12** (4 credits) MGENO12--S

The intentional destruction of peoples and their cultures is not inevitable, and attempts can be disrupted and resisted. The use of the term “genocide” to describe atrocities has political, legal and social ramifications. This course examines the truth that despite international commitments to prohibit genocide, violence targeted against groups of people or minorities has continued to challenge global peace and prosperity. While genocides are caused by and carried out for different reasons, all genocides share similarities in progression and scope.

**PHYSICAL GEOGRAPHY 12** (4 credits) MPGEO12--S

From the outer reaches of the Earth's atmosphere to the bottom of the deepest ocean trench; Physical Geography focuses on the physical properties of the Planet Earth. Students will learn about the Earth as one connected system - everything from weather, climate and natural disasters to landforms, plate

tectonics and natural resources. Students will study processes in nature that have formed our Earth's landscapes and determined human settlement patterns since the beginning of time. The effects of human activity on the planet's atmosphere - including both local and global weather, as well as climate change - will also be explored in Physical Geography 12.

### **LAW STUDIES 12** (4 credits) MLST-12--S

This introductory course emphasizes critical thinking and offers students a chance to understand fundamental legal principles, such as justice, liberty, and equality; recognize and act upon their rights and responsibilities; identify legal elements in a problem; prevent or address legal problems in everyday life; apply their learning about law to their studies, careers and everyday life. Current issues are integrated into the course materials. Students should expect to actively participate in class discussions, activities and questioning; do case studies and analysis; prepare and present reports individually and/or in groups, and actively participate in guest presentations, and field trips.

## MATHEMATICS

There are three Mathematics Pathways from grades 10 - 12. The goals of all three pathways are to provide prerequisite attitudes, knowledge, skills, rigor, 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.

*When choosing a pathway, students should consider their interests, both current and future. Students and parents/guardians are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.*

For more detailed information go to: <https://curriculum.gov.bc.ca/graduation>

The Pathways are:

### **WORKPLACE MATHEMATICS**

This pathway is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into some trades and for direct entry into the workforce.

**FOUNDATIONS MATHEMATICS** (do to the size of our school we are not able to offer Foundations math 11 or 12 – these courses are available through Island Connect Ed <https://ic.schools.sd68.bc.ca/>)

This pathway is designed to provide students with the mathematical understanding and critical thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. *\*This course is only available at the grade 11 and 12 level.*

### **PRE-CALCULUS MATHEMATICS**

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

### **PROVINCIAL NUMERACY ASSESSMENT**

The provincial numeracy assessment 10 is one of three provincial assessments required for graduation, beginning in the 2018/2019 school year. Students will have the opportunity to write the assessment in November, January and April. Students may complete this assessment any time between the grades of

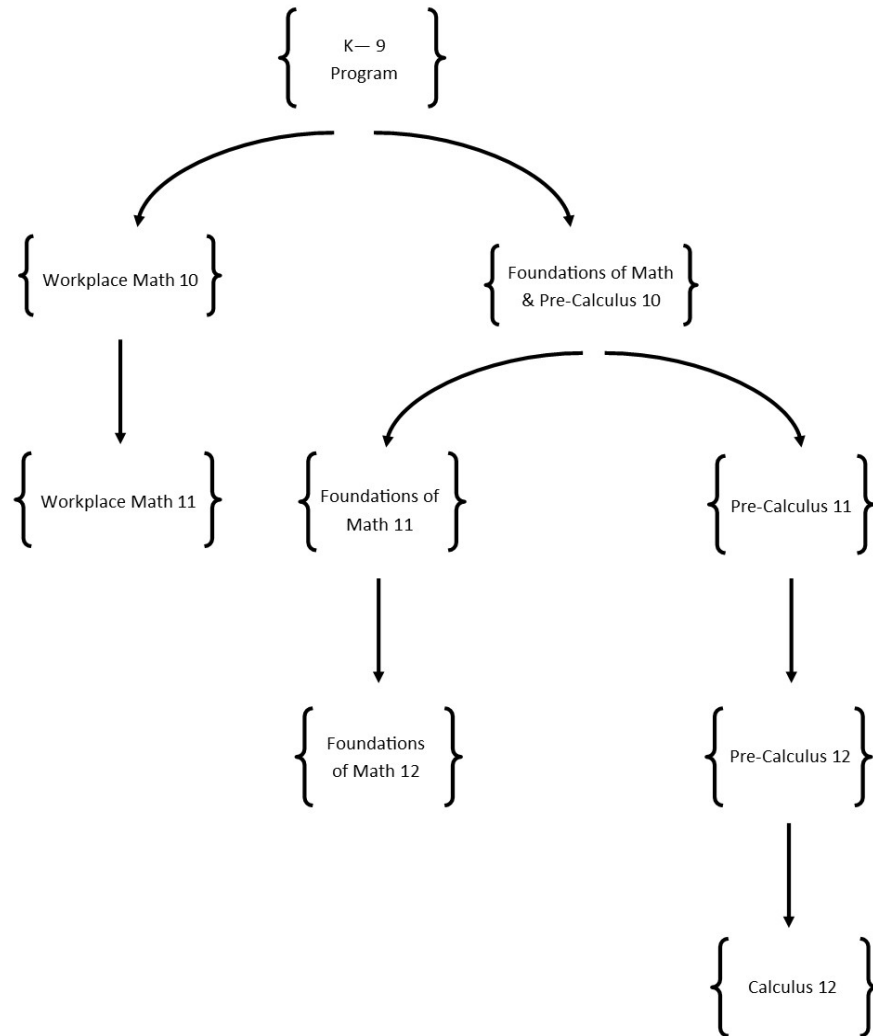
10-12 and may complete it up to three (3) times. A proficiency score will be included on the students' transcript. This assessment is not included in any specific course grade.

The assessment will include several components: pre-assessment activities; sections required by all students; extensive constructed response questions; and a self-reflection component. Students will complete the assessment using a computer, plus paper response sheets for the hand-written components.

**For more information on the Provincial Assessments, please see:**

<https://curriculum.gov.bc.ca/provincial-assessment>

## MATHEMATICS PATHWAYS



## MATHEMATICS 10 COURSES

### **WORKPLACE MATHEMATICS 10** (4 credits) MWPM-10--S

Observing, learning, and engaging in mathematical thinking empowers us to make sense of our world. The Workplace Math curriculum allows students to explore the logic of mathematics through real-life applications of math, fostering a constructive mathematical disposition. In this course students will learn to create, interpret, and critique graphs, solve problems involving surface area and volume, explore experimental probability and acquire financial literacy skills.

The Big Ideas for Workplace Math 10 are:

- Proportional comparisons can be made among right triangles, using trigonometry
- Understanding operations helps when working with formulae and unit conversions
- Many relationships can be modeled and interpreted using graphs
- Varying the transversal allows us to notice angle relationships
- Analyzing simulations and data allows us to notice trends and relationships

### **FOUNDATIONS OF MATH AND PRE-CALCULUS** (4 credits) MFMP-10--s

The Mathematics program of study is designed to develop deep mathematical understanding and fluency, logical reasoning, analytical thought, and creative thinking. In Foundations & Pre-Calculus Math 10 students will explore topics such as: relationships among data, graphs, and situations, operations on powers with integral exponents, primary trigonometric ratios, and linear relations, including slope and equations of lines.

The Big Ideas for Foundations and Pre-calculus Math 10 are:

- Proportional comparisons can be made among right triangles, using trigonometry
- The meaning of each operation, including powers, extends to algebraic expressions
- Rate of change is an essential attribute of linear relations, and has meaning in the different representations, including equations
- Operations between polynomial expressions are connected and allow us to make meaning through abstract thinking
- Analyzing simulations and data allows us to notice trends and relationships

## MATHEMATICS 11 COURSES

### **WORKPLACE MATHEMATICS 11** (4 credits) MWPM-11--S

Observing, learning, and engaging in mathematical thinking empowers us to make sense of our world. The Workplace Math curriculum allows students to explore the logic of mathematics through real-life applications of math, fostering a constructive mathematical disposition. In this course students will learn how statistics are used in a contextual situations, linear relationships, financial literacy and personal budgeting and planning for significant life purchases.

The Big Ideas for Workplace Math 11 are:

- Scale diagrams and rates of change are ways of showing a proportional relationship
- Mathematics helps us make informed financial decisions in many situations

- Spatial relationships can help us describe and represent our real-world experience
- A statistical analysis allows us to notice trends and relationships

*Students who successfully complete Workplace Math 11 have fulfilled their requirements for graduation.*

**FOUNDATIONS OF MATHEMATICS 11** (4 credits) – Offered through Island Connect Ed unless there are enough LSS students to run the course at the school. <https://ic.schools.sd68.bc.ca/>

Students who have successfully completed Foundations and Pre-Calculus Math 10 are eligible to enroll in Foundations of Math 11. Foundations Math 11 is designed for those students who are interested in a college or university program that does not involve Calculus. In Foundations of Math 11 students will explore topics such as: mathematical reasoning and logic, graphical representations of quadratic functions as well as graphical solutions to systems of equations, and applications of probabilities and statistics in the real world.

The Big Ideas for Foundations of Math 11 are:

- Proportional comparisons can be made among triangles and angles
- Quadratic functions and systems of equations can be represented in many connected ways
- Logical reasoning helps us discover and describe mathematical truths and counter-examples
- A statistical analysis allows us to notice trends and relationships

**PRE-CALCULUS 11** (4 credits) MPREC11--S

Students who have successfully completed Foundations & Pre-Calculus 10 with a recommended grade of C+ or higher are eligible to enrol in Pre-Calculus 11. Pre-Calculus Math 11 is designed for those students who are interested in a college or university program that requires Calculus. In Pre-Calculus 11 students will explore topics such as: operations on powers with rational exponents and radicals, polynomial factoring, quadratic functions and quadratic equations, trigonometry, including non-right triangles and angles in standard position, and rational expressions and equations.

The Big Ideas for Pre-calculus 11 are:

- Proportional comparisons can be made among triangles and angles on a coordinate plane, using trigonometry.
- The meaning of each operation, including rational exponents and radicals, extends to algebraic expressions.
- Functions allow us to model contextualized situations, including financial ones.
- Operations between algebraic expressions and equations are connected and allow us to make meaning through abstract thinking.

## **MATHEMATICS 12 COURSES**

**FOUNDATIONS OF MATHEMATICS 12** (4 credits) Offered through Island Connect Ed unless there are enough LSS students to run the course at the school. <https://ic.schools.sd68.bc.ca/>

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in areas such as commerce, nursing, and the arts. In Foundations of Mathematics 12 students will explore topics such as: transformations with iterations to



create fractals, graphical representations of polynomial, logarithmic, exponential, and sinusoidal functions, set theory and conditional statements, and odds, probability, and expected value.

The Big Ideas for Foundation of Math 12 are:

- Combinatorics provides efficient strategies for counting
- Understanding the characteristics of a variety of functions helps in modelling data
- Logical reasoning helps us pose, organize, and defend arguments
- Using spatial relationships, we can create, measure, and describe objects in geometry
- Stories can be told using mathematical evidence and reasoning

### **PRE-CALCULUS 12** (4 credits) MPREC12--S

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, like Mathematics, Sciences or Engineering.

The Big Ideas for Pre-Calculus 12 are:

- Many functions are related through inverse operations
- Analysing the characteristics of functions allows us to solve equations, and model and understand relationships
- Transformations of shapes extend to functions in all of their representations
- Geometrical thinking and visualization can be used to explore conics and functions

### **CALCULUS 12** (4 credits) MCALC12--S

Topics: History of calculus, functions, graphs and limits, the derivative (concept and interpretations), the derivative (computing), applications of derivatives and graphing, applied problems and derivatives, integration, applications of integration.

The Big Ideas for Calculus 12 are:

- The concept of a limit is foundational in developing calculus
- Differential calculus develops the concept of instantaneous rate of change of one quantity in relation to another
- Integral calculus develops the concept of finding the sum of an infinite series
- Derivatives and integrals have an inverse relationship

*Note: Calculus 12 may not be taken in place of Pre-Calculus 12.*

## SCIENCES

### **SCIENCE 10** (4 credits) MSC--10--S

Science 10 continues to introduce and use the methods and applications of science. This course further develops the study of Chemistry, Physics, Biology and Astronomy. Science 10 is designed to provide opportunities for students to develop scientific knowledge, skills, and attitudes that will be relevant in their everyday lives and their future careers. Topics covered in the regular course are: genetics, chemical reactions and radioactivity, energy and astronomy.

## **SCIENCES 11 COURSES**

### **LIFE SCIENCES 11** (4 credits) MLFSC11--S

Life Sciences 11 is a survey course of the five kingdoms of life. Students are provided with opportunities to learn about all living things as well as the evolution of life on our planet and the ecological relationships between organisms. Under these themes, the Life Sciences 11 curriculum is organized into seven main sections: processes of Science, Taxonomy, Evolution, Ecology, Microbiology, Plant Biology and Animal Biology. Students will develop a strong understanding of biological terminology as the course progresses. Dissections are integral parts of this course, as well. Life Sciences 11 is strongly recommended for students wishing to take Anatomy and Physiology 12.

### **CHEMISTRY 11** (4 credits) MCH--11--S

Chemistry 11 is designed as an introduction to chemical concepts for students with a general interest in Chemistry as well as for those who require Chemistry for more advanced study in the Sciences and is recommended for Biology 12. These concepts include the use of the Periodic table, the mole concept, lab safety and techniques, chemical reactions and atomic structure. There is emphasis on doing labs and mastering skills introduced during the course. Ability in mathematics and a foundation in algebraic manipulation is an asset.

### **PHYSICS 11** (4 credits) MPH--11--S

Physics 11 is an introductory course that focuses on the principles and theories of physics, encourages investigation of physical relationships, and illustrates the relationship between theory and application. The application of physics to everyday situations is highlighted throughout the curriculum. The organizers in this course have been chosen to be representative of physics, and the skills and knowledge provide a solid base for further study. The Physics 11 curriculum is organized into five main sections: wave motion, kinematics, dynamics in one and two dimensions, energy, electricity and electric circuits.

### **ENVIRONMENTAL SCIENCE 11** (4 credits) MEVSC11--S

Environmental studies will look at the roles and relationships that contribute to the diversity of an ecosystem. This course will focus on the impact that human practices has on the biodiversity and sustainability of our ecosystems and how humans have an important role in maintaining and restoring our ecosystems.

## **SCIENCES 12 COURSES**

### **ANATOMY AND PHYSIOLOGY 12** (4 credits) MATPH12--S

Anatomy and Physiology 12 is a comprehensive course on cell and human physiology. The focus of the course is on how organ systems work together to maintain the health of the human body. In addition, students study introductory biochemistry, cell organelles and protein synthesis. An ability to work with and understand extensive biological terminology is essential.

Recommended: Life Sciences 11 and Chemistry 11

### **CHEMISTRY 12** (4 credits) MCH--12--S

Students taking Chemistry 12 should have a good understanding of Chemistry 11 concepts. Mathematical competence and the ability to reason logically are both essential for problem solving in this course.

Chemistry 12 continues to build on the competencies developed in Chemistry 11 and applies them to the following topics:

- Reaction mechanisms
- Equilibriums
- Solubility
- Acids and Bases
- Redox reactions

In each of these five topics, lab skills and problem solving abilities will be refined.

### **PHYSICS 12** (4 credits) MPH--12--S

Physics 12 is the study of classical mechanics and electromagnetism, and is designed to help students develop analytical and problem-solving skills. It provides opportunities for students to understand and apply the principles and concepts of physics to practical situations.

The Physics 12 curriculum explores topics such as: vector kinematics in two dimensions, dynamics, work, energy and power, equilibrium, circular motion, gravitation, electrostatics and electromagnetism.

**Recommended:** Ability in mathematics especially a foundation in algebraic manipulation is an asset.

## PHYSICAL AND HEALTH EDUCATION

The Physical and Health Education (PHE) curriculum aims to empower students to develop a personalized understanding of what healthy living means to them as individuals and members of society in the 21st century.

The BC Physical and Health Education curriculum contributes to students' development as educated citizens through the achievement of the following goals:

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

## **PHYSICAL and HEALTH EDUCATION 10 COURSES**

### **PHYSICAL AND HEALTH EDUCATION 10: GENERAL** (4 credits) MPHE10--S

This course focuses on assisting students to gain an understanding of their strengths, weakness and personal preferences in planning and achieving fitness goals. Through trying a variety of physical activities, students will increase their chances of being active throughout their lives. In addition to being physically active students will also learn about how healthy choices influence, and are influenced by, our physical, emotional and mental well-being. Students will learn how personal fitness can be maintained and improved through regular participation in physical activities.

*\*This course meets the requirement for PE 10 and graduation.*

### **PHYSICAL AND HEALTH EDUCATION 10: Basketball Focus** (4 credits) MPHE10B-S

In addition to meeting the learning outcomes for PHYSICAL AND HEALTH EDUCATION 10 as listed above, the game of basketball will be the primary focus for physical activities.

Students will develop the following curricular competencies:

- Demonstrate appropriate movement skills with and without the ball
- Develop and demonstrate strategies to effectively participate in a basketball game
- Develop and demonstrate skills learned to help improve all aspects of basketball
- Learn about the rules and guidelines of basketball
- Plan ways to overcome potential barriers to participation
- Develop and demonstrate skills needed to plan, organize, and safely participate in basketball and other preferred physical activities
- Identify and implement tactics to increase their chances of success
- Explain the importance of resilience in maintaining personal health
- Learn about injury prevention and management
- Learn about the potential short- and long-term consequences of health related decisions
- Learn about techniques for organizing and supervising activities
- Learn how to score keep and run the score clock during a basketball game

*\*This course meets the requirement for PE 10 credit.*

### **PHYSICAL AND HEALTH EDUCATION 10: Soccer Focus** (4 credits) MPHE10F-S

In addition to meeting the learning outcomes for PHYSICAL AND HEALTH EDUCATION 10 as listed above, the game of soccer will be the primary focus for physical activities.

Students will develop the following curricular competencies:

- Demonstrate appropriate movement skills with and without the ball
- Develop and demonstrate strategies to effectively participate in a soccer game
- Develop and demonstrate skills learned to help improve all aspects of soccer
- Learn about the rules and guidelines of soccer
- Plan ways to overcome potential barriers to participation
- Develop and demonstrate skills needed to plan, organize, and safely participate in soccer and other preferred physical activities

- Identify and implement tactics to increase their chances of success
- Explain the importance of resilience in maintaining personal health
- Learn about injury prevention and management
- Learn about the potential short- and long-term consequences of health related decisions
- Learn about techniques for organizing and supervising activities

*\*This course meets the requirement for PE 10 credit.*

**PHYSICAL AND HEALTH EDUCATION 10: Fitness & Conditioning** (4 credits) MPHE10FCS

Students will develop the following curricular competencies:

*Healthy & active living:*

- Participate daily in physical activities designed to enhance and maintain health components of fitness
- Identify, apply, and reflect on strategies utilized to pursue personal fitness goals
- Identify and describe the relationship between healthy eating, overall health, and performance in fitness activities
- Analyze health messages from a variety of sources and describe their potential influences on health and well-being
- Analyze and critique a variety of fitness myths and fads
- Plan ways to overcome potential barriers that affect participation in fitness and conditioning activities
- Explain how developing competencies in fitness and conditioning activities can increase confidence and encourage lifelong participation in physical activities

*Human anatomy and physiology:*

- Identify and describe how muscles produce movement in different parts of the body and how to train those muscles
- Identify and describe the influences of different training styles on fitness results

*Principles of training:*

- Demonstrate appropriate exercise techniques for a variety of fitness activities
- Create, implement, and reflect on a personalized fitness program
- Identify and analyze how different types of fitness activities influence the muscular system and the cardiovascular system

*Social responsibility:*

- Demonstrate a variety of leadership skills in different types of fitness activities
- Demonstrate appropriate behaviours in different types of fitness activities and environments
- Apply safety practices in different types of fitness activities, for self and others

*\*This course meets the requirement for PE 10 credit.*

**PHYSICAL AND HEALTH EDUCATION 10: Yoga** (4 credits) MPHE10YOS

This Yoga Class is an encouraging, welcoming atmosphere for students of all levels. You do not need to be flexible to enroll in yoga - you will become more flexible as a result of being in the course. This course focuses on a variety of yoga styles including gentle stretching, relaxation, brainwork, power yoga and yoga fitness. In addition to focusing on Yoga as an activity, this course will also allow students to develop an understanding of their strengths, weaknesses and personal preferences in planning and achieving fitness goals. Students will also learn about how healthy choices influence, and are influenced by, our physical, emotional and mental well-being.

*\*This course meets the requirement for PE 10 credit.*

**ACTIVE LIVING 11/12: General** (4 credits) MACLV11--S /MACLV12--S

Active Living 11/12 enables students to explore and learn about the concept of recreation through participation in a variety of physical activities that fit their interests and passions. Students wanting to incorporate a variety of recreational activities during their graduation years will benefit from this curriculum. The course consists of performance-oriented activities (volleyball, basketball and soccer) and leisure oriented activities which include bowling, tennis, skating, swimming, and various community runs. Personal development activities may include First Aid Course, Active Health and Fitness and school based activities (e.g. officiating and score-keeping).

Through Active Living student will explore the following concepts:

- proper physical movement patterns, including non-locomotor, locomotor, and manipulative skills
- ways to monitor and adjust physical exertion levels
- rules and guidelines for different types of sports and activities
- physical activity safety and etiquette
- benefits of physical activities to health and mental well-being
- the roles of various nutrients and how they can affect health and performance
- injury prevention and management
- techniques for organizing and supervising activities
- potential short- and long-term consequences of health decisions

**ACTIVE LIVING 11/12: Basketball Focus** (4 credits) MACLV11B-S/MACLV12B-S

Active Living 11/12 enables students to explore and learn about the concept of recreation through participation in a variety of physical activities that fit their interests and passions. Students wanting to incorporate a variety of recreational activities during their graduation years will benefit from this curriculum. In this course basketball will be the primary focus for physical activities.

Students will develop the following curricular competencies:

- Demonstrate appropriate movement skills with and without the ball
- Develop and demonstrate strategies to effectively participate in a basketball game
- Develop and demonstrate skills learned to help improve all aspects of basketball
- Learn about the rules and guidelines of basketball
- Plan ways to overcome potential barriers to participation

- Develop and demonstrate skills needed to plan, organize, and safely participate in basketball and other preferred physical activities
- Identify and implement tactics to increase their chances of success
- Explain the importance of resilience in maintaining personal health
- Learn about injury prevention and management
- Learn about the potential short- and long-term consequences of healthy decisions
- Learn about techniques for organizing and supervising activities
- Learn how to score keep and run the score clock during a basketball game

**ACTIVE LIVING 11/12: Soccer Focus** (4 credits) MACLV11F-S/MACLV12F-S

Active Living 11/12 enables students to explore and learn about the concept of recreation through participation in a variety of physical activities that fit their interests and passions. Students wanting to incorporate a variety of recreational activities during their graduation years will benefit from this curriculum. In this course soccer will be the primary focus for physical activities.

Students will develop the following curricular competencies:

- Demonstrate appropriate movement skills with and without the ball
- Develop and demonstrate strategies to effectively participate in a soccer game
- Develop and demonstrate skills learned to help improve all aspects of soccer
- Learn about the rules and guidelines of soccer
- Plan ways to overcome potential barriers to participation
- Develop and demonstrate skills needed to plan, organize, and safely participate in soccer and other preferred physical activities
- Identify and implement tactics to increase their chances of success
- Explain the importance of resilience in maintaining personal health
- Learn about injury prevention and management
- Learn about the potential short- and long-term consequences of healthy decisions
- Learn about techniques for organizing and supervising activities

**ACTIVE LIVING Yoga Focus 11-12** (4 credits) MACLV11YOS/MACLV12YOS

This Yoga Class is an encouraging, welcoming atmosphere for students of all levels. You do not need to be flexible to enroll in yoga - you will become more flexible as a result of being in the course. This course focuses on a variety of yoga styles including gentle stretching, relaxation, brainwork, power yoga and yoga fitness. In addition to focusing on Yoga as an activity, this course will also allow students to develop an understanding of their strengths, weaknesses and personal preferences in planning and achieving fitness goals. Students will also learn about how healthy choices influence, and are influenced by, our physical, emotional and mental well-being.

**FITNESS & CONDITIONING 11/12** (4 credits) MFTCD11--S /MFTCD12--S

This course enables students to deepen their understanding of health and fitness while also equipping them with the attitudes and skill sets they need to become lifelong participants in physical activity and fitness. Students considering a career path in the health and fitness industry or an educational path in a related field of study (e.g., kinesiology) will benefit from this curriculum, as will students wanting to learn more about their personal fitness and conditioning levels.

Students will develop the following curricular competencies:

*Healthy & active living:*

- Participate daily in physical activities designed to enhance and maintain health components of fitness
- Identify, apply, and reflect on strategies utilized to pursue personal fitness goals
- Identify and describe the relationship between healthy eating, overall health, and performance in fitness activities
- Analyze health messages from a variety of sources and describe their potential influences on health and well-being
- Analyze and critique a variety of fitness myths and fads
- Plan ways to overcome potential barriers that affect participation in fitness and conditioning activities
- Explain how developing competencies in fitness and conditioning activities can increase confidence and encourage lifelong participation in physical activities

*Human anatomy and physiology:*

- Identify and describe how muscles produce movement in different parts of the body and how to train those muscles
- Identify and describe the influences of different training styles on fitness results

*Principles of training:*

- Demonstrate appropriate exercise techniques for a variety of fitness activities
- Create, implement, and reflect on a personalized fitness program
- Identify and analyze how different types of fitness activities influence the muscular system and the cardiovascular system

*Social responsibility:*

- Demonstrate a variety of leadership skills in different types of fitness activities
- Demonstrate appropriate behaviours in different types of fitness activities and environments
- Apply safety practices in different types of fitness activities, for self and others

**OUTDOOR EDUCATION 10/11/12** YPR--0A--S /MODED11--S /MODED12--S

Outdoor Education 10/11/12 enables students to develop an understanding and appreciation of the different types of outdoor physical activities they can participate in. Students will also explore how participation in various types of outdoor activities can influence the health and well-being of individuals and the environment. Participation in outdoor activities allows for the development of skills in a complex and dynamic environment. Students considering a career and/or educational path related to outdoor recreation, environmental conservation, or other related area will benefit from this curriculum, as will students wanting to learn more about participating in outdoor physical activities.



Students will:

***Outdoor activity skills and healthy living***

- Participate and lead a variety of outdoor activities
- Develop and demonstrate a variety of skills for outdoor activities
- Monitor exertion levels, energy levels, and environmental conditions during outdoor activities
- Analyze and explain nutritional considerations and other requirements for preparation and participation in outdoor activities
- Explain how developing competence in outdoor activities can increase confidence and encourage lifelong participation

***Social responsibility***

- Plan and implement ways to reduce potential impacts of outdoor activities on the local environment
- Demonstrate and explain awareness of cultural sensitivities regarding the use of outdoor locations

***Collaboration, teamwork, and safety***

- Collaborate with others in a variety of outdoor activities
- Use applicable communication and leadership skills when interacting with others
- Demonstrate appropriate responses to emergency situations during outdoor activities
- Demonstrate responsibility for personal safety and the safety of others
- Anticipate and manage risks during different types of outdoor activities

**CAREER EDUCATION**

**CAREER LIFE EDUCATION (grade 10 – 4 credits MCLE-10--S) and CAREER LIFE CONNECTIONS (grade 11 – 2 credits and 12 – 2 credits MCLCA12--Y and MCLCB12--S)**

For most people, career-life planning will not be a matter of making one major decision and living with it for a lifetime. Educated citizens in today's ever-changing world are open to multiple possibilities for the future, and are flexible and able to adapt to emerging opportunities that fit their overarching values and aspirations. The CLE and CLC curricula are designed to help students learn how to effectively manage their life journey toward several possible preferred futures. Through purposeful career-life development, students learn to recognize their evolving interests and strengths, refine their learning goals, and apply this self-knowledge to exploration of post graduation possibilities in diverse education, work-related, and personal life contexts. In this way, students are able to advance toward who and how they want to be in the world.

The CLE and CLC learning standards reflect a thorough preparation for students, including:

- experiential learning and community networking
- exploration of multiple career-life roles and personal life/work balance
- flexible planning for preferred post-graduation possibilities
- reflection on their learning experiences in school and out of school
- self-assessment of Core Competency development, including methods of organizing and maintaining authentic career-life evidence
- incorporation of inclusive practices and First Peoples perspectives/worldviews
- ideas for deeper learning and open-ended discussions

### **THE CAPSTONE PROJECT – Occurs in grade 12**

The capstone project is an opportunity for students to reflect, to share and celebrate in personally meaningful ways. The Capstone is a requirement for Career-Life Connections and for graduation. The purpose of the capstone is for students to demonstrate in a culminating project the knowledge, competencies, and passion(s) that they can offer the world, as they integrate personal interests and strengths with preferred future possibilities. It is a representation of the student's learning journey and provides an opportunity to reflect and synthesize as well as showcase and celebrate.

### **WORK EXPERIENCE 12 (4 credits) MWEX-2A--Y**

The minimum age for this course is 14 years old. This course can be completed outside of the regular school schedule, such as evenings, weekends, school breaks and summer.

The work experience program helps students prepare for the transition from secondary school to the work place. Students get the opportunity to observe and gain employability, technical and applied skills relating to specific occupations or industries. Through worksite experiences, students have the opportunity to observe and practice generic employability skills required in the workplace, as well as technical and applied skills relating to specific occupations or industries. Work experience can be in paid or non-paid placement. Hours begin AFTER the registration package has been approved. If the student is employed, the employer sponsor must provide WCB coverage. The Ministry of Education covers WCB for non-paid employment placements. Registration is ongoing.

## LANGUAGES

### **FRENCH LANGUAGE**

The redesigned Core French curriculum provides students an opportunity to engage in learning experiences through which they can become proficient users of French, gain new perspectives, and engage with Francophone communities. All levels of French will incorporate the four essential skills of listening, speaking, reading and writing at steadily increasing levels of complexity.

Some of the goals of this area of learning are that students will:

- communicate with purpose and confidence in French

- appreciate the interconnectedness of language and culture
- understand the educational, travel, and career opportunities that learning an additional language offers

**CORE FRENCH 10** (4 credits) MFR--10--S

In this course, students are improving their skills in reading, writing, and speaking with an increasingly complex vocabulary. They are developing their competence in the most common past, present, and future tenses. This course gives students the opportunity to use a range of useful vocabulary in oral and written form. Students continue to learn how to use grammar concepts as a tool to help them communicate in an effective and more sophisticated manner. Emphasis will be on further developing communication skills in both present and past tenses through the exploration of francophone cultures from around the world.

**CORE FRENCH 11** (4 credits) MFR--11--S

The main goal of the French language program is to develop communications skills so that students will have the ability to express themselves in real-life situations. Students will interact with growing confidence in French and will be able to navigate through and use French resources for research. Grammar increases in complexity and continues to be used as a tool to help students communicate in speaking and writing in an effective and more sophisticated manner. Written skills are emphasised through informal written reflection and formal compositions. Reading skills are emphasised through authentic documents in print and online.

**CORE FRENCH 12** (4 credits) MFR--12--S

This course is the culmination of the study of French language and culture at the secondary level. More complex facets of language and literature are introduced and francophone culture is explored in greater detail. As in previous levels, students are learning about the topics themselves as well as learning the French needed for practical communication about the topic. Students will be expected to reflect on authentic francophone works that they have read, viewed or heard, and work on improving writing skills through informal written reflection and formal compositions. Students will be encouraged to use the various technologies as resources for language development.

*Note: Students may enrol in both FR 11 and FR12 in the same year. If enough students choose FR 12 it will be offered second semester. Students should be aware that a grade 11 language course is a prerequisite for many universities. A few universities may allow a Beginner Language 11 or require a Grade 12 language course. Most college programs do not require a second language.*

**HUL'Q'UMI'NUM'10-12** (4 credits) MHULQ10--S/ MHULQ11--S / MHULQ12--S

These courses will be an academic pursuit of the reading and writing of hul'qumi'num'. A continuation of the historical perspective associated with the language and culture of the Coast Salish people is an integral part of this course. This course is integrated into the Land and Language Based learning program.

**SPANISH INTRODUCTORY 11** (4 credits) MBSP-11--S

Spanish Introductory 11 offers an opportunity for students to enter Spanish at the secondary level. Spanish Introductory 11 is an intensive course, designed to cover essential learning standards such as basic vocabulary and grammar. Students engage in writing, reading, listening, and conversational activities on a daily basis throughout the course. It is assumed that students would have limited to no background in Spanish prior to enrolment. Enrolment in Spanish Introductory 11 is not limited to Grade 11 students, and there are no prerequisites for this course.

**SPANISH 11** (4 credits) MSP--11—S

Spanish 11 offers an opportunity for students to build on the language skills learned in Spanish Introductory 11. Spanish 11 is designed to move beyond basic vocabulary and grammar to more advanced language structures including the ability to express opinions, ask increasingly complex questions, and write using more varied sentence structure. Students engage in writing, reading, listening, and speaking activities on a daily basis throughout the course. There will be an increased focus on cultural traditions and customs as well as how language and culture have been influenced by the interactions between Hispanic and other peoples. Text: TBA. Prerequisite: Spanish Introductory 11

Text: Realidades 1 (digital edition)

**ADST - INFORMATION & COMMUNICATIONS TECHNOLOGY**

THESE COURSES MEET THE APPLIED DESIGN, SKILLS AND TECHNOLOGIES GRADUATION REQUIREMENT

*In Information and Communications Technology courses, students will design, test, make, and improve digital products and processes. Students will learn the social, ethical, and sustainability considerations that influence design as they acquire new technologies and tools, and evaluate and refine their skills.*

**COMPUTER STUDIES 10** (4 credits) MCSTU10--S

Students will practice and reinforce their keyboarding skills, demonstrate the ability to formulate questions and use a variety of sources and tools to access, capture, and store information. They will use programming effectively to create products or systems and handle Internet information in an ethical and digitally literate way. Students will also evaluate the impact of information technology tools on the workplace, on individuals, and on society while comparing the use of information technology in different job settings within the community.

**COMPUTER PROGRAMMING 11/12** (4 credits) MCMPR11—S/MCMPR12--S

In this challenging and exciting course, students will develop an understanding of various programming languages and gain a proficiency in the use of high-level programming language. Students will become proficient in problem solving, planning, and creating programs. Students will use a variety of languages ranging from HTML, Visual Basic and Java Scripting. (This course is open to grade 10 students.)

**MEDIA DESIGN 10/11/12: YEARBOOK** (4 credits) MMEDD10--S /MMEDD11--S /MMEDD12--S

Media design is open to students in grades 10-12 who wish to work on the production of the school's yearbook. Students are offered a variety of experiences in writing, photography, and desktop publishing.

Production of the yearbook encourages critical thinking and problem solving. It also requires and teaches students to meet critical deadlines. This course is of benefit for students interested in careers in business, applied arts and technology.

**DIGITAL COMMUNICATIONS 11** (4 credits) MDCOM11--S

Digital Communications 11 allows students to develop a basic understanding of the processes and tools involved in creating digital productions. Students will develop competencies in Applied Design, Applied Skills and Applied Technologies. Some of the curricular competencies include:

- Conduct user-centred research to understand design opportunities and barriers
- Identify potential users, intended impact, and possible unintended negative consequences
- Critically analyze how competing social, ethical, and sustainability considerations impact design solutions to meet global needs for preferred futures
- Construct prototypes, making changes to tools, materials, and procedures as needed
- Use project management processes when working individually or collaboratively to coordinate production
- Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for their design interests

**DIGITAL MEDIA DEVELOPMENT 12** (4 credits) MDMD-12--S

Digital Media Development 12 offers students the opportunity to explore advanced tools and features in creating 2D, 3D, audio, and video digital media. Student will explore concepts such as:

- principles of 2D graphic design
- tools and techniques for image manipulation
- methods and principles of 3D graphic design, digital animation and 3D modelling
- digital sound and audio data compression
- digital animation techniques
- desktop video production
- principles of user-centred design

**TECHNOLOGY EDUCATION**

THESE COURSES MEET THE APPLIED DESIGN, SKILLS AND TECHNOLOGIES GRADUATION REQUIREMENT

*In these courses, students will learn the techniques, skills and tools appropriate to each speciality, and develop their abilities to design, prototype, test, make, and revise products and processes.*

**DRAFTING 10** (4 credits) MTDRF10--S

This course is an exploration in the use of computer software to create technical illustrations that would be found in visuals such as newspaper advertisement, magazine illustration, webpage, and detailed plans for a home. The emphasis will be on developing skills that would be useful to promote communication of ideas, including drafting terminology, standards, conventions, and tools.

Students will be exploring the following:

- drafting terminology and drawing conventions

- drafting styles, including perspective, mechanical drafting, and architectural drawing
- modelling using computer-aided design (CAD) and computer-aided manufacturing (CAM) software
- coding for creating 3D representations of design solutions
- equipment and tools for manual and computer-aided drafting

**DRAFTING 11/12** (4 credits) MTDRF11--S/ MTDRF12--S

Design is creative problem solving which includes visualization, sketching, and computer animation and incorporates the drafting process. Drafting is the set of skills that allows the designer to communicate ideas and design solutions to others through technical drawings.

Drafting 11/12 provides students with the opportunity to understand the relationship of drafting to design. Through the application of computer technology students learn and understand drafting fundamentals, the intricacies of advanced computer applications, and the design process. Students will attain a foundation in basic computer operation, AutoCAD, and technical visualization. Ladysmith Secondary School utilizes the AutoCAD system within this course, as this is recognized as the industry standard.

**WOODWORK 10-12** (4 credits) MWWK-10--S / MWWK-11--S/ MWWK-12--S

In this course, students work through a series of projects that incorporate basic woodworking skills and operations to design make objects in wood. The emphasis is on safety, accuracy and efficient use of time and effort. After completing the required projects, students have an opportunity to use their new skills to create a project of their own choosing. Everyone is welcome.

**FURNITURE AND CABINETS 12** (4 credits) MTFAC12--S

Furniture and Cabinetry 12 provides students with the opportunity to advance their skills in woodwork. In this course, students will explore specialized techniques related to furniture and cabinetry construction. Students will work through the design process to create small projects, or one major project, using a variety of woodworking machines and hand-tools. Through this process students will learn how to analyze their designs for life cycle, evaluate and refine their woodworking skills, and adapt tools and technologies for specific purposes.

**POWER TECHNOLOGY 10** (4 credits) MTPOW10--S

Starting with safety and tools, students will build small electric motors and generators. Circuits and battery basics will be covered as well as basic car design. We will look at small engines (both 2 and 4 stroke) and link their principles to full size, modern vehicles.

**ELECTRONICS and ROBOTICS 10** (4 credits) MTEAR10--S

Students will be introduced to a variety of robotic mechanics, and will engage in periods of research regarding robotic construction, design and purpose. Students are introduced with more intention to the Design Thinking Model, where they will pursue Making, Testing and Implementation of their robotic designs against various constraints. Students will be using VEX IQ and VEX EDR to engage in robotic construction and design, and will also engage with various ‘unplugged’ robotic activities. This course

offers students the ability to challenge and compete with various schools within SD68, with potential to engage in larger provincial events.

**INDUSTRIAL CODING and DESIGN 12** (4 credits) MTICD12--S

In this course students learn principles and concepts related to design and communication, including standards, conventions and the elements of design. Student will engage in problem-solving activities, identify problems related to daily life, investigate options, and determine solutions for establishing a course of action.

Industrial Design 11/12 provides students with opportunities to:

- use technology to design and create products, systems and environments that meet community needs
- apply concepts and principles of design, systems integration, and product development in hand-on activities
- create, invent, think critically, and solve problems collaboratively
- select and use materials, tools and equipment skilfully and safely

HOME ECONOMICS

**FOOD STUDIES**

THESE COURSES MEET THE APPLIED DESIGN, SKILLS, AND TECHNOLOGIES GRADUATION REQUIREMENT

**FOOD STUDIES 10-12** (4 credits) MFOOD10--S/ MFOOD11--S/ MFOOD12--S

Food Studies 10-12 aims to provide students with the opportunities to think critically about principles and techniques related to acquisition, production and consumption of foods. Students will explore recipes and apply cooking principles using a variety of cooking methods to prepare nutritious dishes and meals, incorporating presentation and budgetary considerations.

In this course students will:

- practise decision-making and problem-solving skills
- develop various skills and techniques in food preparation
- learn how to maximize the health benefits of food during meal preparation
- appreciate the diversity of cultures in relation to customs and food preparation
- examine the environmental, cultural and economic factors that influence food choices

**CULINARY ARTS – CAFETERIA PROGRAM**

THESE COURSES MEET THE APPLIED DESIGN, SKILLS, AND TECHNOLOGIES GRADUATION REQUIREMENT

**CULINARY ARTS 10** (4 credits) MCUL-10--S

Culinary Arts 10 explores both theoretical and hands-on kitchen experiences. This course focuses on professional food services, including safe food handling and personal safety, food service tools and equipment, units and types of measurement and components of food cooking methodology. Students will

develop an awareness of the essential knowledge, competencies, and understandings needed to work in a professional food service environment.

**CULINARY ARTS 11/12** (4 credits) MCUL-11--S/ MCUL-12--S

Further advanced experiences in the commercial kitchen can be made available to those students pursuing Culinary Arts as a career goal. Students will learn foodborne illness prevention, kitchen equipment operations, recipe conversion, and ingredient selection. Senior students will explore menu design, methods and principles for seasoning and presentation, and cooking methodology from a variety of world cuisines. Students will be encouraged to expand and refine their skill set as they explore post-secondary and career opportunities in the culinary arts.

## ARTS EDUCATION

### **VISUAL ARTS**

THESE COURSES MEET THE FINE ARTS GRADUATION REQUIREMENT

**STUDIO ART 10** (4 credits) MVA10-S

Studio Art 10 is designed for students who want to discover the possibilities of the visual arts. This course offers exploration in a variety of media and focuses on technique development. Students will learn the elements of art, principles of design and image development strategies. In addition, students will examine the role of the artist and audience in a variety of contexts, the influence of visual culture and identity as well as the influence of time and place on the emergence of artistic movements. Sculptural techniques with an emphasis on ceramics will also be explored in Art Studio 10. No previous art experience is required.

**STUDIO ART FOUNDATIONS 11-12**(4 credits) MVA11--S/ MVA12--S

This course is designed for students who want to continue their studies in art while still exploring many different media possibilities. Students will be exposed to drawing and painting techniques as well will have the opportunity to discover the engaging world of 3D design and sculpture. Students will continue to learn manipulation techniques of the elements of art and principles of design while creating unique and personally meaningful art pieces. In addition, students will examine the role of the artist and audience in a variety of contexts, the influence of visual culture and identity as well as the influence of time and place on the emergence of artistic movements. No previous art experience is required.

**PHOTOGRAPHY 10-12** (4 credits) MVAPH10--S/ MVAPH11--S/ MVAPH12--S

This course explores the basics of photography ranging from composition, to exposure as well as the post production editing and the processing of digital files. Students will explore the historical evolution of photography and how the digital camera has embarked upon the norm of modern day photography. They will learn how to compose captivating photographs in a variety of settings consisting of portraits, action and landscaping photography. Once students have developed a fundamental understanding of basic composition they will begin to unlock the hidden capabilities of the Digital Camera. This course will lead students step by step from basic automatic mode to full manual mode of every aspect of their photograph. Students will also have an opportunity to explore the impact various lenses will have on their final image. Students will create their own photographic portfolio highlighting their learning objectives throughout the course.

**TEXTILES 10-12** (4 credits) MTXT-10--S/ MTXT-11--S/ MTXT-12--S



Textiles 10 -12 is a course where students will learn to create garments through construction techniques that focus on design process and sewing skills. Students will use the elements and principles of design in creating textile items. Both hand and machine techniques will be used to repair and upcycle clothing, and commercial patterns will be used to create a variety of interesting projects using natural and manufactured textiles. The basics of fashion illustration will also be explored and students will discover how textile choice influences the environment in both local and global communities. Students will study historical uses of textile items and the correlating influences on modern textiles, including those of Canada's First Peoples. Students will do some class specific projects as well as their own personal choice projects based on their skill level and knowledge of fabrics. This hands-on class is a great place to express creativity and learn practical skills.

## DRAMA

THESE COURSES MEET THE FINE ARTS GRADUATION REQUIREMENT

### **DRAMA 10** (4 credits) MDRM-10--S

Drama 10 encourages students to become more independent in their dramatic work, and to unite the elements of drama into performable pieces. Students will use drama to develop creativity, innovation, and collaboration by creating original solutions to challenges. Students will also be introduced to script work and other elements present in a dramatic performance including lighting, sound, stage properties and set design. Some of the concepts explored in Drama 10 are:

- strategies and techniques to support the creative process
- movement, sound, image and form to convey meaning
- contributions of innovative artists from a variety of genres, contexts time periods and cultures, including Aboriginal culture
- influence of social, cultural, historical, political and personal context on dramatic work
- the ethics of cultural appropriation and plagiarism

### **DRAMA 11/12** (4 credits) MDRM-11--S/ MDRM-12--S

Drama 11/12 is designed to develop acting and performance skills, using movement, voice, scene work, and script analysis to communicate ideas, emotions, and perspectives and share traditions and worldviews. Students will create characters based on their own experiences and feelings, and are encouraged to take risks and reflect on their dramatic choices. The course will also ground students' exploration of performance with sections on historical theatre, lighting design, set design, and costume design. Senior students will focus on preparing performances for an audience, honing their skills in improvisation, acting methods, play building, stage design, and directing.

**THEATRE PRODUCTION 11/12** (4 credits) MD RTP11--S/ MD RTP12--S

Theatre Production & Stagecraft 11/12 will introduce students to what goes on “behind the scenes” during a show. As students progress through the grade levels, they will learn practical skills related to producing a theatre performance. Students will learn the principles of design and image development strategies, in addition to drama elements, techniques and vocabulary, as they apply to properties, set construction, scene painting, lighting, management, costuming and sound effects. Students will explore a variety of materials, strategies, techniques, and technologies that support creative processes and use movement, sound, image, and form to convey meaning in drama.

Students will work with an Acting or Drama class to produce a public performance. Students should be prepared to do some work outside of class time, and senior students should be prepared to take on leadership roles backstage for school productions. This course is intended for students interested in working on “real world” projects both in the school and in the community.

**DIRECTING & SCRIPT DEVELOPMENT 11/12** (4 credits) MD RDS11--S/ MD RDS12--S

The goals of Directing & Scriptwriting 11/2 include developing the student's ability to create, interpret, and explore theatre by analyzing scripts, writing scripts, and directing. Students will be asked to direct other students, and to lead groups of students through a variety of acting exercises. Students will learn methods for communicating ideas, emotions and perspectives through movement, sound, imagery and language. Students will be encouraged to develop their abilities in risk taking, perseverance, resilience, and reflection.

Taught in conjunction with junior or senior drama and acting courses, Directing & Scriptwriting will be offered to a limited number of students, who are expected to be leaders in the LSS drama program and able to work independently as well as with others.

**THEATRE COMPANY: IMPROVISED THEATER 10-12** (4 credits) MD RTC10--S/ MD RTC11--S / MD RTC12--S

*\*This course is offered outside of the timetable. Please take this in addition to your regular Drama class.*

Join Ladysmith Secondary School's rich tradition of producing theatre in the moment: IMPROV!

Learn how to work as part of a team to tell richly textured stories. Gain skills like perseverance, resilience, risk-taking and reflection that you can apply to many aspects of your life from job interviews to leadership activities.

We will be working toward public performance as well as participation in the Canadian Improv Games. Ladysmith has won the C.I.G. Vancouver Island Improv tournament three times over the past 8 years, going to the C.I.G. National Tournament in Ottawa held at the National Arts Gallery. Our highest placing at nationals was 2nd in 2006. Our graduates are well prepared to work in the theatre in many contexts. One alumnus is currently with Second City in Toronto.

*\*This course meets the requirements for an Arts Education credit.*

## MUSIC

THESE COURSES MEET THE FINE ARTS GRADUATION REQUIREMENT

### **INSTRUMENTAL MUSIC 10: CONCERT BAND 10** (4 credit) MMUCB10--S

Concert Band is the main ensemble for brass, woodwind, and percussion. Students will study a variety of musical styles and genres, including Classics, Overtures, Film Music, and some Pop Music as they develop and refine relevant technical skills and expressive qualities. Students are also expected to reflect on their experiences in rehearsal and performance. The Concert Band will perform in concerts, festivals, and on tour.

### **INSTRUMENTAL MUSIC 11/12: CONCERT BAND** (4 credits) MIMCB11--S/ MIMCB12--S

Concert Band is the main ensemble for brass, woodwind, and percussion. These bands will involve the majority of students in the Music Program and perform a wide variety of musical styles, including Classics, Overtures, Film Music, and some Pop music. Students will combine technical knowledge, music literacy, and contextual observation to make musical decisions and demonstrate increasingly sophisticated application of music elements, principles, techniques, vocabulary, and symbols. In addition, students are expected to pursue increasing fluency in instrumental performance and establish evolving personal goals for instrumental performance. The Concert Band will perform in concerts, festivals and on tour.

### **INSTRUMENTAL MUSIC 10-12: JAZZ BAND** (4 credits) MMUJB10--Y/ MIMJB11--Y/ MIMJB12--Y

Jazz Band is open to players of trumpet, trombone, saxophone, keyboard, guitar, bass, and drums. Jazz Band musicians will study and perform Jazz, Latin, and Rock styles and they will have an opportunity to learn solo improvisation. Students will combine technical knowledge, music literacy, and contextual observation to make musical decisions and demonstrate increasingly sophisticated application of music elements, principles, techniques, vocabulary, and symbols. In addition, students are expected to pursue increasing fluency in instrumental performance and establish evolving personal goals for instrumental performance. The Jazz Band will perform in concerts, festivals, and on tour. Jazz Band cannot accommodate all music program students. – This course is offered outside the regular school day. Usually two mornings a week starting at 7:00 am.

**JAZZ BAND PLAYERS ARE STRONGLY URGED TO ELECT CONCERT BAND IN ADDITION TO JAZZ BAND IF THEIR SCHEDULE PERMITS.**

***Students desiring to participate in extra-curricular band groups should also be registered and participate in a concert band or jazz band course.***

### **CHORAL MUSIC: CHAMBER CHOIR** (4 credits) MMUCH10—S/MMUCH11—S/MMUCH12--S

The Choral Music program is designed to enhance the musical, creative and expressive qualities of all students. Musical opportunities are provided for every child to learn the basic skills of singing, playing and reading music. The concert choir class is designed for students to explore creative processes and apply musical skills as they continue to create and experience music as an ensemble. Ensemble performance and participation in regional music festivals will be encouraged.

Throughout the semester, students will be introduced to, and continue to develop mastery of solfege, major and minor scales, and 4 part harmonies. Expression, meaning and emotion will be explored in a variety of musical genres and styles. Music demonstrating personal voice, story and values will provide a strong basis for the continuation of a student's journey in music.

## DANCE

*The LSS dance program encourages students to engage in dance as a unique medium for exploring one's identity, sense of belonging, and ability to effect change. Dance is informed by the history, culture, community, and value system in which it exists. Students will grow in their skills as dancers through perseverance, resilience, and risk taking. Through purposeful artistic choices and critical thinking, dancers can express meaning and exchange ideas both individually and collaboratively.*

THESE COURSES MEET THE FINE ARTS REQUIREMENTS

### **DANCE FOUNDATIONS 10** (4 credits) MDCF-10--S

This course is focused upon movement in a variety of genres that may include ballet, jazz, hip-hop, and world culture dance. Students at this level will continue their skill development in those styles learned at the introductory level. Further focus will be upon school performance and creating choreography using creativity, collaboration, and problem-solving. Expectations in performance and choreography will be at a higher level than in junior dance classes. This course fulfills the 80 hours of physical activity required as part of the graduation transition program.

### **DANCE TECHNIQUE AND PERFORMANCE 10-12** (4 credits) MDNTP10--S/ MDNTP11--S/ MDTP12--S

This course is focused upon movement in a variety of genres and further skill development in ballet, jazz, hip hop, and world culture dance. Expectations in performance and choreography will be at a higher level than in junior dance classes. Students will also be expected to take a leadership role in the classroom. This course fulfills the 80 hours of physical activity required as part of the graduation transition program.

### **DANCE CHOREOGRAPHY 10 - 12** (4 credits) MDNC-10--S/ MDNC-11--S/ MDNC-12--S

This course is the same as Dance Performance but the focus will be on choreography rather than the school performance. Students will learn the techniques and vocabulary of dance necessary to create mood and express ideas

## OTHER ELECTIVE COURSES

THESE COURSES DO NOT MEET THE FINE ARTS OR APPLIED SKILLS GRADUATION REQUIREMENT

### **PEER TUTORING 10/11/12** (4 credits) YIPS-0A--S /YIPS-1A--S /YIPS-2A--S

These courses are full semester electives designed for students interested in people oriented careers. Students electing to take this course should have good work habits and an excellent attendance record. The primary focus of these courses will be peer tutoring in a junior course. These courses are designed primarily for grades 10-12 students. Students will be assessed by sponsor teacher, student self assessment and written assignments/leadership tasks.

**PSYCHOLOGY 12** (4 credits) YPSYC2A--S

This is a BAA (Board Authorized & Approved) course that is open to students in grades 11 and 12. Students will study a variety of psychological theories and apply these to daily living. This course will cover topics such as contemporary approaches to psychology, developmental psychology, learning, personality theories, psychological disorders, and memory. Case studies, labs, projects, class discussion are all part of this course.

**ENTREPRENEURSHIP 12** (4 credits) MENT-12--S

Have you ever wanted to be your own boss? Set your own schedule and work from wherever you want? This course will teach you how to start your own business from concept creation to concept application. You will have the opportunity to get hands-on experience in retail management, leadership and customer service. You will also develop cash register skills in this course. You will be able to explore the pros and cons of working for yourself one day. "Do you have what it takes?" This course answers that question. There will be many opportunities to assess your own entrepreneurial potential. There will also be opportunities to test your business ideas out through marketing projects and real business situations. You will practice all of the steps that are required to develop a business: applying for a business name, a business license, and develop a business plan. This course is also excellent preparation for any business program at the post-secondary level.

(No prerequisite required.)

**LEADERSHIP 10-12** (4 credits) YFCPA0A--S /YFCPA1A--S /YFCPA2A--S

Students work together in cross-grade teams to complete assigned and optional projects ranging from spirit activities for the student body to service projects in the community. This course will work to strengthen skill sets as a leader; it will focus on mastering time management, problem solving, organizational skills, delegation techniques and working with children and adults within the school and within the wider community.

**SOCIAL EMOTIONAL LEARNING 11** (4 credits) YIPS-1B--S

Social-emotional learning focuses on self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. It promotes an understanding of one's emotions and learning how to have control over them. It leads to gaining an understanding of the emotions of others and provides perspective to others' feelings. Communication and knowing how to respectfully express your views while understanding others' views is a vital tool. Students will gain valuable skills in communicating effectively as well as building and maintaining relationships. Students will also practice invaluable skills to slow down and be present, use mindful techniques and create their own toolbox of skills that work for them.