



**Course Selection Guide**

**Grades 10 – 12**

**2019 - 2020**

**“Home of the Islanders”**

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## MISSION STATEMENT

Our school provides learning opportunities enabling students and staff to achieve personal excellence and pursue their passions in an inclusive, supportive, and respectful environment. We educate students by teaching skills and modeling attitudes needed to become successful lifelong learners and responsible, caring school and global citizens. Our school honours dignity, purpose, and options for all.



Notre école offre des opportunités d'apprentissage permettant aux élèves et aux enseignants d'atteindre leur plein potentiel et de poursuivre leurs passions et leur apprentissage à long terme dans un milieu intégéré, positif et respectueux. Notre enseignement inclut l'acquisition des connaissances ainsi que le modèle des comportements nécessaires au développement d'individus respectueux, responsables et attentionnés, aussi bien sur le plan scolaire que social. Notre école fait honneur à la dignité, aux choix et aux buts de tous et toutes.

Mr. G. Steel  
Principal

Mr. Stephen Epp  
Vice-Principal

Mr.S.Marusic  
Vice-Principal

*Please Note: At the time of printing, the information in this course calendar is believed to be correct. Changes that occur after printing will be communicated during course selection time and throughout the year as necessary.*

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## LIST OF COURSES

<p><b>ENGLISH</b></p> <p>English Language Development 8-12</p> <p>English Language Arts 10-12</p> <p>    Composition 10</p> <p>English First Peoples 10</p> <p>    New Media 10</p> <p>Focused Literary Studies 10</p> <p>    Creative Writing 10</p> <p>    Creative Writing 11</p> <p>    Composition 11</p> <p>    Literary Studies 11</p> <p>    New Media 11</p> <p>    English 11</p> <p>    English 12</p> <p>English 12 First Peoples</p> <p>    Composition 12</p> <p>    Literary Studies 12</p> <p>    New Media 12</p> <p>    Creative Writing 12</p> <p>English Language Development 12</p> <p>    Spoken Language 12</p> <p>    <b>SOCIAL STUDIES</b></p> <p>    Social Studies 10</p> <p>20<sup>th</sup> Century World History 12</p> <p>    BC First Peoples 12</p> <p>    Genocide 12</p> <p>    Law Studies 12</p> <p>    Philosophy 12</p> <p>    Social Justice 12</p> <p>    Political Studies 12</p> <p>    Psychology 12</p> <p>    <b>MATHEMATICS</b></p> <p>    Workplace 10</p> <p>Foundations and Pre Cal Math 10</p> <p>    Work Place Math 11 and 12</p> <p>    Foundations Math 11 and 12</p>	<p>Pre-Calculus 11 and 12</p> <p>    Calculus 12</p> <p>    <b>SCIENCE</b></p> <p>    Science 10</p> <p>    Earth Science 11</p> <p>    Life Science 11</p> <p>    Chemistry 11 and 12</p> <p>    Physics 11 and 12</p> <p>    Anatomy and Physiology 12</p> <p>    <b>PHYSICAL EDUCATION</b></p> <p>    PE 10 co-ed</p> <p>    PE 11/12 co-ed</p> <p>Fitness and Conditioning 10-12 co-ed</p> <p>    PE co-ed 9/10 (Basketball Focus)</p> <p>    PE co-ed 11/12 basket/leadership</p> <p>    <b>SPORT ACADEMIES</b></p> <p>    <b>FRENCH IMMERSION PROGRAM</b></p> <p>    <b>FRANCOPHONE PROGRAM</b></p> <p>    <b>LANGUAGES</b></p> <p>    Hul'qumi'num 10</p> <p>    French 10-12</p> <p>    Spanish 10-12</p> <p>    Beginner Spanish 11</p> <p>    <b>BUSINESS EDUCATION</b></p> <p>    Entrepreneurship and Marketing 10</p> <p>    Graphic Production (Yearbook) 11</p> <p>    Entrepreneurship 12</p> <p>    Marketing and Promotion 11</p> <p>    Information Technology 10-12</p> <p>    <b>TECHNOLOGY EDUCATION</b></p> <p>    Woodworking 10</p> <p>    Cabinetmaking and Joinery 11</p> <p>    Furniture and Cabinetry 12</p> <p>    Power Tech 10</p> <p>    Automotive Technology 11 and 12</p> <p>    Metalwork 10-12</p> <p>    Engineering and Robotics 10- 12 Drafting 10-12</p>	<p>    <b>HOME ECONOMICS</b></p> <p>    Textiles 10-12</p> <p>Interpersonal and Family Relationships 11</p> <p>    Food Studies`10-12</p> <p>    Culinary Arts 10-12</p> <p>    <b>ARTS EDUCATION</b></p> <p>    Studio Art 10 Visual Arts</p> <p>    Visual Arts Sculpture 10-12</p> <p>    Visual Arts Drawing and Painting 10-12</p> <p>    Pottery 10-12</p> <p>    Photography 10-12</p> <p>    Graphic Arts 12</p> <p>    Media Arts Film and Television 10-12</p> <p>    Media Arts 10-12</p> <p>    <b>PERFORMING ARTS</b></p> <p>    Dance Techniques and Performance 10-12</p> <p>    Dance Choreography 10-12</p> <p>    Drama 10-12</p> <p>    Theatre Company 10-12</p> <p>    Theatre Production 10</p> <p>    Directing and Scriptwriting 11 and 12</p> <p>    Musical Theatre 10-12</p> <p>    Instrumental Music 10-12 Concert Band</p> <p>    Instrumental Music 10-12 Jazz Band</p> <p>    Contemporary Music 10-12 Music</p> <p>    <b>SPECIALTY COURSES</b></p> <p>Vancouver Island Land and Language Based</p> <p>    West Coast Wilderness Studies 10-12</p> <p>    Leadership 10-12</p> <p>    Peer Tutoring 10-12</p>
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# Graduation Planning Sheet

## English Program

Grade 10 Requirements	Credits	
English 10	4	Total Credits  (Min. 24)
Social Studies 10	4	
Science 10	4	
Math 10	4	
PE 10	4	
Career Life Education 10	4	
_____10	4	
_____10	4	
Grade 11 Requirements	Credits	
English 11	4	Total Credits  (Min. 16)
Social Studies 11/12	4	
A Science 11	4	
A Math 11	4	
_____11		
_____11		
_____11		
_____11		
Grade 12 Requirements	Credits	
English 12	4	Total Credits  (Min. 16)
_____12	4	
_____12	4	
_____12	4	
_____12		
_____12		
_____12		
_____12		
Career Life Connections/ Captone Projects		
Graduation Requirements		
Must complete all required courses (48 Credits) ( 1 ) 4 Credit course must be a Fine Art/Applied Skill Minimum 16 Credits @ Grade 12 level Overall minimum credits equal 80		

# Graduation Planning Sheet

## French Immersion and Francophone Students

Grade 10 Requirements	Credits	
English 10	4	Total Credits      (Min. 32)
Sciences humaines 10	4	
Français langue seconde 10	4	
Sciences 10	4	
Mathématiques 10	4	
PHE 10	4	
Career Life Education 10	4	
_____ 10	4	
Grade 11 Requirements	Credits	
English 11	4	Total Credits      (Min. 20)
Français langue seconde 11 (Communication orale ou Études du cinéma et littérature)	4	
A Science 11	4	
A Math 11	4	
A Social Studies 11 or 12		
_____ 11		
_____ 11		
_____ 11		
Grade 12 Requirements	Credits	
English 12	4	Total Credits      (Min. 12)
Français langue seconde 12	4	
A Socials Studies 11 or 12 (if not already completed)	4	
_____ 12	4	
_____ 12		
_____ 12		
_____ 12		
Career Life Connections/ Capstone Projects		
<b>Graduation Requirements – In order to graduate with a Double Dogwood students must take two of the following six options in French in addition to the grade requirements</b>		
<b>Mathématiques pré-calcul 11</b>	<b>Géographie humaine 12</b>	
<b>Mathématiques pour le milieu de travail</b>	<b>Histoire du 20<sup>e</sup> siècle 12</b>	
<b>Histoire et culture francophones 11 (sciences humaines)</b>	<b>Langue et culture de la francophonie 12</b>	
Must complete all required courses (48 Credits) (1) 4 Credit course must be a Fine Art/Applied Skill Minimum 16 credits @ Grade 12 Overall minimum credits equal 80		

## PROGRAM PLANNING

### Program Planning

In this guide you will find the information you need to design your personalized high school program to meet your future career and education goals. Opportunities are abundant; follow your interests and design your future! Carefully selecting courses will prepare you for college, university, trades and workplace careers.

### Graduation Requirements

Requirements for graduation are specific and are outlined in the chart on page 6/7. Students must carefully plan their programs to ensure the graduation requirements are met and that they have selected the prerequisite course for post-secondary education.

### Career Life Education (MCLE-10)

The content for Career Life Education has three components: Personal Development, Connections to Community and Career Life Plan. Within Personal Development, students will learn to self-assess for career research, goal setting, lifelong learning, graduation requirements, personal financial planning and workplace etiquette. In Connections to Community, students will learn about global trends and the economy. Lastly, in the Career Life Plan, students will learn essential career skills, employability skills, post-graduation opportunities, employment standards, labour and market trends, workplace safety and work experience opportunities.

### Career Life Connections 12 & Capstone Project (MCLC-12)

Students will develop post-graduation goals and plans by exploring career and post-secondary education opportunities. Students will identify the aptitudes, attitudes and achievements necessary to reach their goals. Specific topics include career choices, education options, financial planning, health and well-being. Students will design, assemble and present a capstone project that demonstrates their learning and achievement and that is a reflection of their post-secondary plan. **This course is required for graduation.**

### Scholarships and Awards

It's never too early to think about your future education. If you plan to continue your education beyond Grade 12, you can learn how to access money through scholarships available from the Ministry of Education. Scholarship winners receive vouchers to help with tuition costs at designated post-secondary institutions and authorized trades-training providers. See [www.gov.bc.ca/scholarships](http://www.gov.bc.ca/scholarships) program for eligibility requirements and application information.

### District/Authority Scholarships

These \$1,250 scholarships are awarded to graduating students with outstanding achievement in one of several areas of interest. The areas include:

- Indigenous Languages and Culture, demonstrated at school or in the community
- Arts (e.g., Visual Arts, Dance, Drama, Music)
- Applied Design, Skills and Technologies (e.g., Business, Information Communication Technology, Home Economics, Media Arts, Tourism)
- Physical Activity and Health (e.g., Athletics, Fitness, Outdoor Education, not limited to Physical Education)
- International Languages
- Community Service (Volunteer Activity), which includes demonstration of local and global issues, and cultural awareness
- Technical and Trades Training (e.g., Automotive, Robotics, Coding, Woodwork, Culinary Arts)



### **BC Excellence Scholarships**

These \$5,000 scholarships are awarded to 55 well-rounded graduates who demonstrate community service, leadership, and commitment to their chosen career paths. A student must be nominated by their secondary school in order to apply. Only one student from each secondary school may be nominated.

### **BC Achievement Scholarships**

Graduating students with high achievement in a broad range of courses may qualify to win scholarships worth \$1,250. These scholarships are based on academic achievement in required and elective courses that meet graduation requirements.

### **Pathway to Teacher Education Scholarships**

These \$5,000 scholarships recognize 20 exceptional Grade 12 students who plan to become teachers in the K-12 education system. Winners will receive a scholarship voucher to redeem upon entrance to an approved B.C. Faculty of Education teacher training program. Students apply to the Ministry of Education for this scholarship. Youth Work in Trades students are eligible for this \$1,000 award. The program guide has additional information about criteria and procedures related to this award. For more detailed information, visit [www.bced.gov.bc.ca/careers/apprenticeship\\_trades.htm](http://www.bced.gov.bc.ca/careers/apprenticeship_trades.htm)

**Thousands of other scholarships and awards are available to graduating students. For a list go to: [www.scholarshipscanada.com](http://www.scholarshipscanada.com)**

### **LOCAL SCHOLARSHIPS, BURSARIES AND AWARDS**

The local community is very supportive of students wishing to pursue a post-secondary education including trades and technical programs. The Nanaimo Schools Financial Awards Society selects and distributes the awards for School District #68 students.

Applications are available online. Visit [www.nlsf.ca](http://www.nlsf.ca) and click on awards. Up-to-date applications become available online mid-January of your grade 12 year.

## **DISTRICT PROGRAMS: CAREER PATHWAYS (CTC)**

A significant labour shortage in British Columbia is projected over the next ten years, over a million job opportunities are expected. Career Pathways (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 please visit our website or meet with one of our program advisors.

**WEBSITE/REGISTER TODAY: [www.ctc-careerpaths.ca](http://www.ctc-careerpaths.ca)**

### **DUAL CREDIT – YOUTH TRAIN IN TRADES (formerly Dual Credit Trades & Applied Skills or AceIT)**

**This program is open to grade 12/13 students.**

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 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 students 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:**

*Applied Business Technology for Administrative Assistant | Legal Secretary | Accounting Assistant | Aircraft Maintenance Technician | Automotive Service Technician | Automotive Collision Repair | Automotive Refinishing | Baker | Carpenter | Professional Cook Level 1 and 2 | Electrician | Hairdresser | Heavy Duty Mechanic | Heavy Equipment Operator | Health Care Assistant | Horticulture | Information Technology & Applied Systems | Motorcycle Technician | Refrigeration Mechanic – HVAC | Welder*

Students are encouraged to consult with their school counsellor or Career Pathways (CTC) Advisor about this graduation option. 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. The deadline for applications is late January but waitlist applications may be considered after this deadline. Applicants must complete a VIU assessment prior to consideration for this program. March-May, applicants are interviewed and selected. See website for current program details and deadlines.

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

The [Trades Sampler](#) Program, offered at the VIU campus, from 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 Career Pathways (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.

**DUAL CREDIT – ENRICHMENT - VIU**

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

The Dual Credit Enrichment program offers VIU classes to youth that are planning on attending a specific post-secondary program after graduation. High school transcripts must show a minimum of three “A’s” and one “B”, final or interim grades, for English 10/11, Math 10/11, Social Studies 10/11, Science 10/11 and/or courses that are pre-requisites or relevant (i.e. music, drama, etc.) 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. 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 EXPLORE TRADES SKILLS – (CTC) (Formerly Introduction to Trades)**

*This program is open to grades 11 and 12 (special permission may be given to grade 10s)*

This program is a semester long program. A student will complete academic classes and participate in daily building construction projects. Students have the potential to earn up to 4 courses or 16 credits. Trades related projects promote skills in carpentry, plumbing, and electrical projects. They are usually done onsite, although sometimes students will work on their projects offsite or choose to mentor elementary students. This program is available during both semesters so students can leave and return to their parent school. The goal of this program is to help prepare students for a career in construction or create a pathway to the [Youth Train in Trades](#) program (formerly known as [Dual Credit Trades & Applied Skills](#) or [Acelt](#)) or Youth Work program (formerly known as Secondary School Apprenticeship).

### **WORK EXPERIENCE 12A & 12B (MWEX-2A—Y, MWEX-2B--Y)**

The minimum age for this course is 14 years old. This course can be completed outside of the regular school schedule.

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. In most cases, work experience consists of non-paid placements. **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.

This course allows students to observe, learn and practice employability skills, off campus, in a workplace setting and builds on the knowledge gained from Career Life Education and Career Life Connections (Capstone Project).

Students will further explore personal skill inventories, earn a variety of employability skills and identify safety hazards. Students work a minimum of 90 hours in one or more work placements in one or more focus areas. Students that enroll in WEX 12B must have successfully completed WEX 12A and must work at either a different approved work site or work at the same work site but in a significantly different role. There are two types of work placements: Standard (volunteer) and Non-standard (paid).

### **YOUTH WORK IN TRADES (formerly Secondary School Apprenticeship Program).**

*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 high school course credits, and becoming eligible for a \$1000 ITA Award. High school course credits begins AFTER 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; WCB is covered by the Ministry of Education for volunteer work placements. These courses can be 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 students 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.

## ISLAND CONNECT ED

Island ConnectEd K-12 (formerly Learn@Home) is our school district's online (DL – Distributed Learning) school. It offers a flexible, self-paced, blended learning environment that allows students/families, (a) to learn at a distance, (b) to attend our school to work in one of our classrooms and to receive face-to-face learning support, and (c) to cross-enroll in grade 10-12 courses while attending another high school. Island ConnectEd K-12 is a public school; all courses are taught by SD68 teachers and lead to the same graduation as students in a traditional school. Courses are free to all school-aged and non-graduated BC students.

As noted above, students taking grade 10-12 level courses may be cross-enrolled between Island ConnectEd and their regular high school. Cross-enrolment sees students taking some courses through their main high school and one or more courses through Island ConnectEd. Many of our Nanaimo-Ladysmith high schools offer an "Embedded Block" which allows students to have a scheduled block placed into their timetable to assist students with the completion of online courses. The timetabling of an Embedded Block needs to be discussed with a student's high school counsellor.

While completing a course, students may contact their Island ConnectEd teacher through the online course itself, through email, and/or at the Island ConnectEd school site located at 4355 Jingle Pot Road, Nanaimo, BC.

Please visit Island ConnectEd K-12s school website ([island-connected.sd68.bc.ca](http://island-connected.sd68.bc.ca)) to learn more about the school and the courses offered. If interested in enrolling in one or more courses, please complete the online registration form found on the website.

Please call the office at 250-756-9901 if you would like more information.

## SERVICES AND PROGRAMS

### LIBRARY LEARNING COMMONS

The NDSS Learning Commons is a place to learn, collaborate and create. We provide a full class set of computers, work areas for class and individual use, access to quality, current technological tools and digital resources, and extensive English and French print and non-print collections.

The teacher/librarian works with students and teachers to promote reading, providing quality resources to furnish the BC curricula, and to facilitate the development of research and thinking skills and information literacy. Independent and individualized learning are key concepts in our 21<sup>st</sup> Century learning model.

### COUNSELLING SERVICES

Arranging to see a Counsellor

The counselling center is located by the showcase near the main entrance to the school. Counsellors are available to see you on a drop-in basis and parents are welcome to call the school to make an appointment if they wish to speak with their child's counsellor.

## **PERSONAL COUNSELLING**

Counsellors are trained to assist students with concerns that are affecting school success or their personal life. They can also assist students or parents to access other services within the school, district or community agencies.

## **EDUCATIONAL/CAREER COUNSELLING**

Your counsellor will assist you in course selection, program planning and strategies for successful completion of courses. Counsellors can help you to make careful, realistic decisions and assist you in becoming aware of your career alternatives.

## **FOUNDATIONS COURSES: ENGLISH PROGRAM ENGLISH**

The guiding principles of this department are centered on the belief that the communication skills of listening, speaking, reading, and writing are at the core of the educational process. Further to this, through the study of literature comes the awareness and understanding of our cultures. Thus the fundamental objectives of the English program may be stated as follows:

- To develop each student in the skills of listening, reading, speaking, and writing.
- To enhance the capacity of the student for thinking both critically and imaginatively.
- To foster an appreciation of the English language and its literature.
- To provide the opportunity through literature for examining values by which to live.
- To employ literacy strategies.

**ENGLISH LANGUAGE ARTS 10-12** The redesigned curriculum represents an integrated and holistic approach to teaching and learning. In the English Language Arts curriculum, all six of the language arts elements (reading, listening, viewing, writing, speaking, and representing) are connected and used in each course. Each of the courses offered will be an English Language Arts class with a specific emphasis. The difference between English First People (EFP) and English Language Arts (ELA) courses is the focus on Indigenous context and content. Both ELA & EFP classes are equal in academic rigor.

**ENGLISH LANGUAGE ARTS 10** is offered in several distinct bundled courses. Students will take one of the following course bundles to complete their graduation requirements.

- Composition/Focused Literary Studies
- New Media Studies/Composition
- Focused Literary studies/Creative Writing
- English First Peoples 10: Spoken Language/Focused Literary Studies

**COMPOSITION 10 (MCMPS10) (2 credits)** 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. Content may include narrative, expository, descriptive, persuasive, and/or opinion pieces. Students will work individually and collaboratively to explore and create coherent, purposeful compositions.

**ENGLISH FIRST PEOPLES 10 – SPOKEN LANGUAGE (MEFSL10) and Focused Literary Studies (MEFLS10) (2 credits each)** is designed to support students in their development of spoken communication through processes of questioning, exploring, and sampling. The course builds students' spoken language competencies by introducing them to varied structures, forms, and styles of oral compositions and by providing opportunities for students to individually and collaboratively study, draft, and use language to create original pieces in a variety of modes. This area of choice will also provide students with opportunities for performance, storytelling, and public speaking. This course focuses on the experiences, values, beliefs, and lives of First Peoples in various forms of text—including oral story, speech, poetry, dramatic work, dance, song, film, and prose (non-fiction and fiction).

**FOCUSED LITERARY STUDIES 10 (MLTST10) (2 credits)** is designed for students who are interested in the 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.

**CREATIVE WRITING 10 (MCTWR10) (2 credits)** is designed for students who have an interest in creative expression through language. The course provides students with in-depth opportunities to become better writers. Students will collaborate and develop their skills through writing and design processes. This course invites students to express themselves creatively.

**ENGLISH NEW MEDIA 10 (MNMD-10) (2 credits)** New Media 10 is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop a program of study centered on students' interests, needs, and abilities, while at the same time allowing for a range of local delivery methods. New Media 10 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording opportunities to demonstrate understanding and communicate ideas through a variety of digital and print media. New Media 10 explores tasks and texts designed to introduce students to the study of New Media.

**ENGLISH LANGUAGE ARTS 11 HAS SEVERAL OPTIONS (EACH 4 CREDITS) FOR GRADUATION:**

**CREATIVE WRITING 11 (MCTWR11)** is designed for students who are interested in using writing for self-expression and other various creative purposes. The course provides students with in-depth opportunities to become better writers. 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.

**COMPOSITION 11 (MCMPS11)** is designed for students who have an interest in refining their skills 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. Students will work individually and collaboratively to explore and create compositions.

**LITERARY STUDIES 11 (MLTST11)** allows students to delve deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time increase their literacy skills through close reading of appropriately challenging texts, enhance their development of the English Language Arts curricular competencies, broaden their understanding of themselves and the world, and further develop higher-level thinking and learning skills.

**NEW MEDIA 11 (MNMD-11)** is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop an intensive program of study centred on students' interests, needs, and abilities, while at the same time allowing for a range of local delivery methods. New Media 11 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media. Compared with New Media 10, New Media 11 features tasks and texts of greater complexity and sophistication. As well, the Grade 11 course extends the depth and breadth of topics and activities offered in New Media 10.

### **ENGLISH FIRST PEOPLES 11**

**Literary Studies + Writing 11 (MEFLS11)** Description EFP Literary Studies + Writing 11 is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions.

### **ENGLISH LANGUAGE ARTS 12**

**ENGLISH STUDIES 12 (MENST12)** builds on and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. It is designed for all students and provides them with opportunities to refine their ability to communicate effectively in a variety of contexts, think critically and creatively about the uses of language, explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews. It also allows students to deepen their understanding of themselves and others in a changing world, gain insight into the diverse factors that shape identity, and appreciate the importance of self-representation through text. The course also allows students to understand Reconciliation by building greater knowledge and perspectives of First Peoples as well as to expand their understanding of what it means to be educated Canadian and global citizens

**ENGLISH 12 FIRST PEOPLES (MENFP12)** is designed to satisfy the entrance requirements for the full range of post-secondary educational programs. Students are expected to demonstrate understanding of sophisticated texts of recognized literary merit and complete challenging assignments to rigorous academic standards.

In contrast to English 12, this course is based entirely on authentic First Peoples voices including written, oral, audio, visual, cinematic, and electronic media.

There is an emphasis on the study and command of oral language and on First Peoples' oral tradition. It recognizes the value of First Peoples' world view, and the importance of culture in language and communication.

### **SENIOR ENGLISH ELECTIVES**

In addition to the required English courses for graduation, it is strongly suggested that students also enroll in the following elective academic English courses. These courses are strongly recommended for students who enjoy Humanities or are considering further post-secondary study. These courses will help prepare students for the research and writing required in post-secondary studies.

**LITERARY STUDIES 12 (MLTST12)** allows students to delve more deeply into literature through increasingly complex texts. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time increase their literacy skills through close reading of appropriately challenging texts, enhance their development of the English Language Arts curricular competencies, and broaden their understanding of themselves and the world. Course focus and genres are designed with variety in mind.

**CREATIVE WRITING 12 (MCTWR12)** is designed for students who are interested in creating a body of work reflective of a sophisticated breadth and depth of skill. The course provides students with opportunities to specialize and publish in real-world contexts. Students engage in 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, celebrating successes. Students will refine their ability to write in complex, controlled styles with effectiveness and impact. Opportunities to write in multiple genres will be offered.

**COMPOSITION 12 (MCMP12)** is designed to support students in their refinement and pursuit of mastery of written communication. Students will read and study exemplary compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, and write original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness. They will develop their craft through processes of drafting, reflecting, and revising to build a body of publishable work that demonstrates breadth, depth, and evidence of sophisticated and specialized writing for a range of situations. The following are possible areas of focus within Composition 12: narrative, expository, descriptive, persuasive, and opinion pieces, with attention to areas such as thesis development, structure, transitions, hooks and leads, persuasion, argumentation, and the study of a wide range of sample works, planning, drafting, and editing processes, writing for specific professional audiences and specific academic disciplines, and how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

## SOCIAL STUDIES

*To graduate, you must complete Social Studies 10 and a Social Studies 12 core course.*

### **SOCIAL STUDIES 10 (MSS--10)**

This course focuses on Canada in the twentieth century and will consist of four big ideas: global and regional conflicts, the development of political institutions, different perspectives about Canadian society, and historical injustices influence on Canada as a multi-cultural society. Content could include Canadian autonomy, multiculturalism, First Peoples in Canada, Canadian Government models, and resource use and management in Canada.

### **SOCIAL STUDIES 11/12 CORE COURSES**

Students must complete one of the following Social Studies courses to graduate. Students are encouraged to take more than the minimum requirements as these courses are strongly recommended for students who enjoy Humanities or are considering further post-secondary study. Courses are open to both grade 11 and 12 students.



### **20TH CENTURY WORLD HISTORY 12 (MWH--12)**

This course will consist of three big ideas when looking at the 20th Century: nationalist movements creating or alleviating conflict, personal and national identities, and new economic and political systems. Content could include WWI, WWII, the Cold War, rise of authoritarian regimes, global cooperation, and human rights movements.

### **MILITARY HISTORY 12 (MASIA-12)**

This course is not intended to glamorize warfare but to examine this constant in human history. It will look at how war is fought, famous battles from history, and changes brought about by wars. Three big ideas will be the centerpiece of the course: the influence of technological change, warfare and its influence on societies, and strategy and tactics. Content could include topics from the Classical Period, the Musket Age, to the Modern Age.

### **BC FIRST PEOPLES 12 (MBCFP12)**

This course will consist of four big ideas when looking at BC First Peoples: identities, world view and language, the impact of contact and colonialism, richness and diversity of the region, and self-government and self-determination. Content could include traditional territories, exchange of ideas and information, colonialism, and contemporary challenges.

### **GENOCIDE STUDIES 12 (MGENO12)**

This course will consist of four big ideas: what does genocide mean, genocide can be disrupted and resisted, attempts at genocide still occur, and similarities between different genocidal events. Content could include conditions for genocide, international responses to genocide, including during and after the event, and acts of genocide throughout history.

### **LAW STUDIES 12 (MLST-12)**

This course will consist of four big ideas: understanding legal rights and responsibilities, laws can maintain the status quo or be a force for change, laws affect daily life, and the interpretation of laws can change over time. Course content could include criminal, civil and family law, Canada's constitution, and Canada's correctional system.

### **PHILOSOPHY 12 (MPHIL12)**

This course will consist of four big ideas: what is philosophy, investigating meaning and understanding of ideas, using philosophy to better understand your own beliefs, and using philosophy to place value to answers through reasoned thought. Content could include methods of reasoning and argument, theories of justice, freedom, morality and ethics, and theories about the nature of reality.

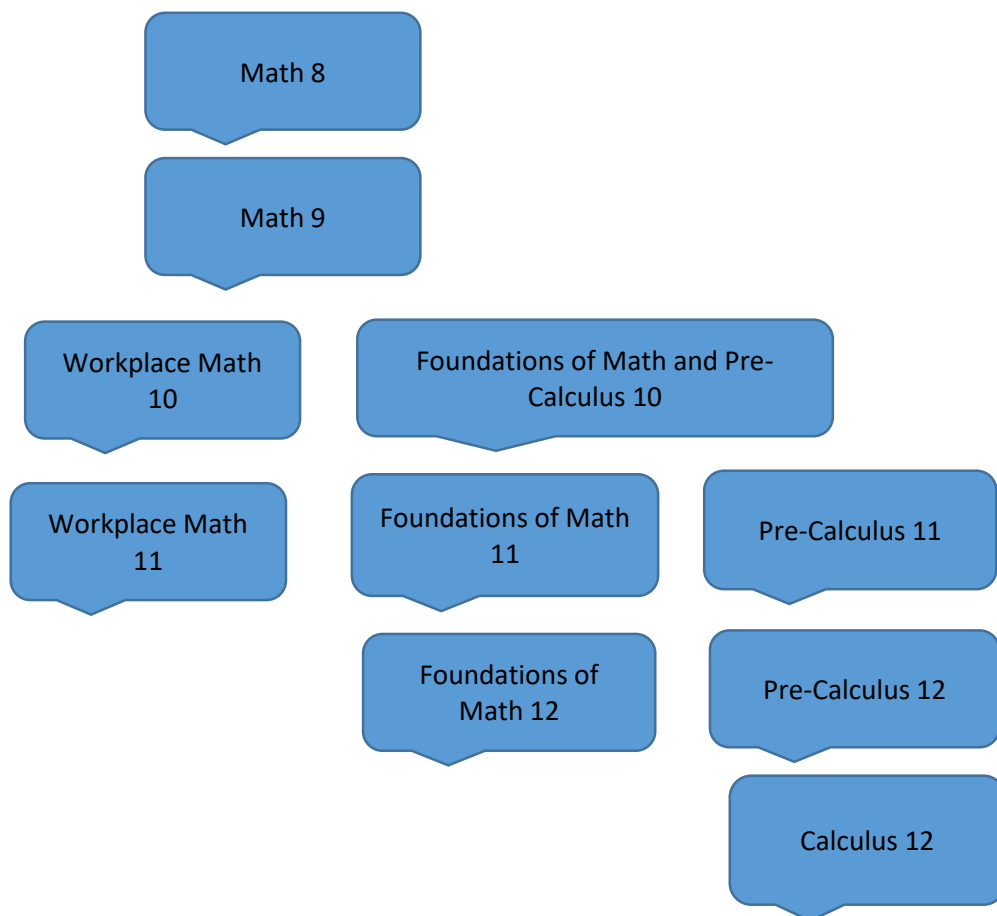
### **POLITICAL STUDIES (CRIMINOLOGY) 12 (MPLST12)**

Criminology is the study of the implementation of laws and the application of social, biological and genetic theories intended to study and combat criminality. This following three big ideas will be studied through the lens of criminology: understanding how political decisions are made is critical to be informed and an engaged citizen, political institutions and ideology through the legal system shape both the exercise of power and the nature of political outcomes and decision making in a democratic system of government is influenced by the distribution of political and social power.

### **SOCIAL JUSTICE 12 (MSJ--12)**

This course will consist of four big ideas: interconnected issues, individual worldviews and social justice, the causes of social injustice, and how social justice initiatives can transform societies. Course content could include ethics, values, different types of justice, inclusion, and the role of government in social justice issues.

## MATHEMATICS



### **WORKPLACE MATH 10 (MWPM-10)**

This pathway is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into the majority of trades and for direct entry into the workforce. Note that this pathway does not meet post-secondary admission requirements; however it does meet graduation requirements.

Big Ideas:

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

***Upon successfully completing this course, students will enroll in Workplace Math 11.***

### **FOUNDATIONS AND PRE-CALCULUS MATH 10 (MFMP-10)**

\*It is recommended that students who have not reached a level of proficiency in MATH 9

learning standards repeat Math 9 before advancing to this course.

This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for post-secondary studies.

Big Ideas:

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

***Upon successfully completing this course, students will enroll in Foundations Math 11 or Pre-Calculus Math 11.***

### **WORKPLACE MATH 11 (MWPM-11)**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the workforce. Note that this course does not meet post-secondary admission requirements; however it does meet graduation requirements.

Big Ideas:

1. Scale diagrams and rates of change are ways of showing proportional relationship.
2. Mathematics helps us to make informed financial decisions in many situations.
3. Spatial relationships can help us describe and represent our real-world experience.
4. A statistical analysis allows us to notice trends and relationships.

### **FOUNDATIONS MATH 11 (MFOM-11)**

Recommendation: Students should have passed Foundations and Pre-Calculus Math10 with a minimum of 60% before advancing to this course.

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do NOT require the study of theoretical calculus. Students who are planning on pursuing post-secondary studies in math, engineering or sciences should take Pre-Calculus 11.

Big Ideas:

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

***Upon successfully completing this course, students will enroll in Foundations Math 12***

### **PRE-CALCULUS 11 (MPREC11)**

Recommendation: Students should have passed Foundation and Pre-Calculus Math 10 with a minimum of 60% before advancing to this course.

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Students who are planning on pursuing post-secondary studies in math, engineering or sciences should take Pre-Calculus 11 and 12, and then Calculus 12.

Big Ideas:

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

***Upon successfully completing this course, students may enroll in Pre-Calculus 12 or Foundations 12***

### **FOUNDATIONS MATH 12 (MFOM-12)**

A final grade of 60% or higher in Foundations Math 11 is strongly recommended before advancing to this course as topics studied will build on those covered in Foundations Math11. This course is strongly recommended for students who are planning on pursuing post-secondary studies in the arts or the humanities. Students who are planning on pursuing post-secondary studies in math, engineering or sciences should take Pre- Calculus 11 and 12.

Big Ideas:

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

### **PRE-CALCULUS 12 (MPREC12)**

This course is strongly recommended for students who are planning on pursuing post- secondary studies in math, engineering or sciences. Topics studied in this course will build on those covered in Pre-Calculus 11 and further prepare students for Calculus 12.

Big Ideas:

1. Many functions are related through inverse operations.
2. Analyzing the characteristics of functions allows us to solve equations, and model and understand relations.
3. Transformations of shapes extend to functions in all of their representations.
4. Geometrical thinking and visualization can be used to explore conics and functions.

***Upon successfully completing this course, students may enroll in Calculus 12.***

**CALCULUS 12 (MCALC12)**

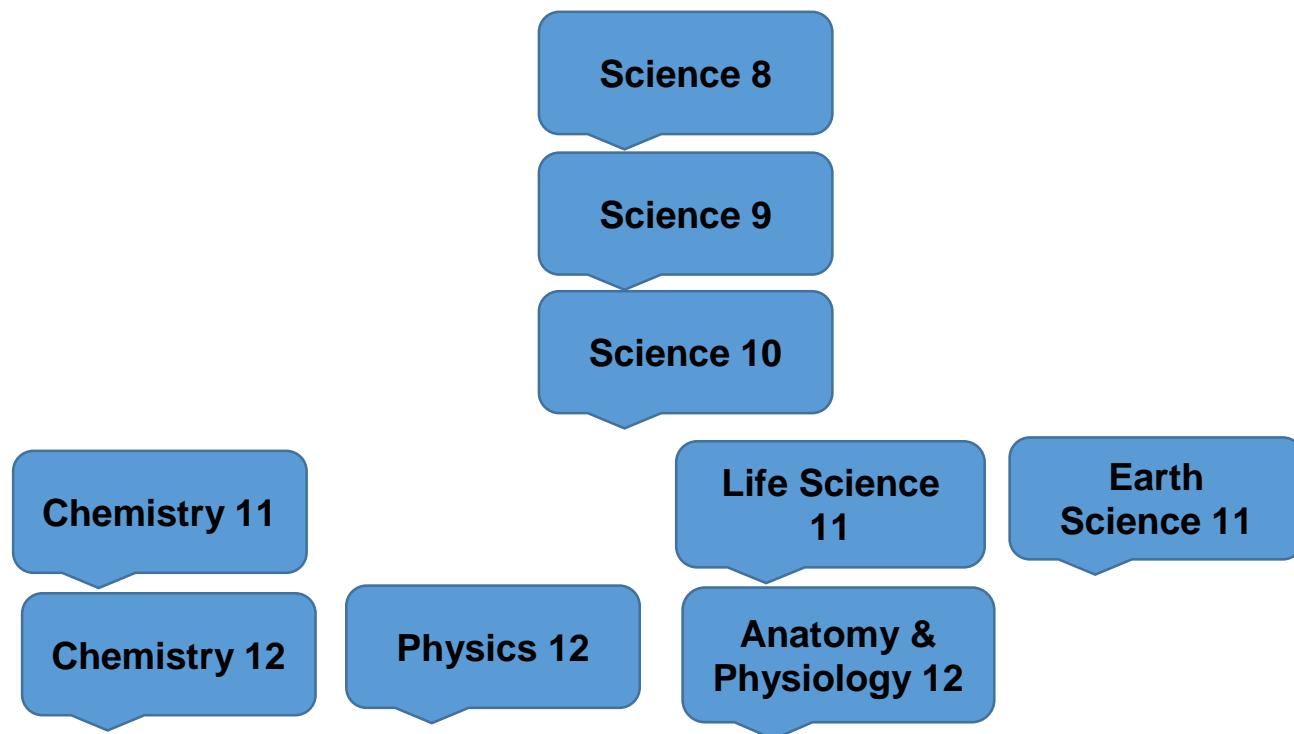
Description: This course is designed to give students an introduction to first year calculus at the university level. It is highly recommended for students who plan to take a science, engineering or commerce degree at a college or university.

Students displaying a good understanding of calculus may elect to write the Advanced Placement Exam in Calculus.

Big Ideas:

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

## SCIENCE



*To graduate you must complete a Gr. 10 science course. You must also complete a second Science course at the grade 11 or 12 level.*

### SCIENCE 10 (MSC--10)

Science 10 continues to build on the concepts of Science 8 and 9. Students learn that:

- genes are the foundation for the diversity of living things
- chemical processes require energy change as atoms are rearranged
- energy is conserved and its transformation can affect living and the environment
- the formation of the universe can be explained by the big bang theory

Students continue to develop skills in report writing, experimentation and critical thinking.

### LIFE SCIENCES 11 (Biology 11) (MLFSC11)

Biology 11 is a fun, hands-on “survey course”, intended to give students an understanding of the many different forms of living things and how living things came to be. The class covers the fundamentals and also provides students with important problem-solving skills and more awareness of the many misconceptions about biology. As well as ecology and evolution, the course covers the three domains (Bacteria, Archaea, and Eukarya) and the six kingdoms (Bacteria, Archaea, Protista Fungi, Plantae and Animalia.) First Peoples’ perspective and knowledge, and the perspective of others along with local knowledge will be used throughout the course. In every section, a variety of live and preserved specimens are used and dissected. **Prerequisite:** A final grade of 67% or higher in Science 10 “Biology Component” is strongly recommended.

### **CHEMISTRY 11 (MCH—11)**

Chemistry 11 concentrates on theory, problem-solving, and experimentation in a cooperative learning setting. Success depends upon competency with mathematical skills as well as the ability to reason logically in problem-solving situations. Much of this theory is related to the Mole concept and its relationship to stoichiometry. Other topics include trends in the periodic table, nomenclature, chemical reactions, solution chemistry, and an introduction to organic chemistry.

**Prerequisite:** A final grade of 67% or higher in Science 10 “Chemistry Component” is strongly recommended.

### **EARTH SCIENCE 11 (MESC-11)**

Earth Science 11 is an introductory course involving aspects of geology and astronomy. Topics are related to the understanding of the earth and the processes which shape its surface and sub-surface. Emphasis is on daily class work and lab activities as well as regular project work.

### **PHYSICS 11 (MPH--11)**

Physics 11 is a fun, introductory survey course in physics examining the basics of kinematics, dynamics, energy, waves, and light. Using projects, labs, and investigations students develop an understanding of the way the physical world operates, and of how we can observe it.

Keep the recommendations for physics 11 and 12 prerequisites please.

**Prerequisite: A final grade of 67% or higher in Science 10 “Physics Component” and Foundations Math 10 or 80% in AW Math 10 is strongly recommended.**

### **ANATOMY AND PHYSIOLOGY 12 (Biology 12) (MATPH12)**

Biology 12 is a course that gives insight into the structures of the human body. The course begins with biological molecules and their structure and function. This topic is then followed by the cell, the cell membrane and how it operates. Chapters on DNA, mutations, protein synthesis and enzymes further explore the human body. Finally we delve into the human organ systems, which include the digestive, circulatory, respiratory, nervous, urinary and reproductive systems. Various labs will be performed, which may include dissections. First Peoples’ perspective and knowledge, and the perspective of others along with local knowledge will be used throughout the course. In every section, a variety of live and preserved specimens are used and dissected. Students will learn about diseases as well as healthy lifestyles.

**Life Sciences 11 is not a prerequisite for Anatomy and Physiology 12, however Life Sciences 11 and Anatomy and Physiology 12 are REQUIRED for students applying to 1<sup>st</sup> year sciences.**

### **CHEMISTRY 12 (MCH--12)**

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. The course concentrates upon in-depth study of three concept areas:

1. Reaction mechanisms, rates of reaction, dynamic equilibrium and solubility equilibrium.
2. Bronsted-Lowry acid-base theory, buffers, hydrolysis and pH.
3. Oxidation- reduction, electrochemical cells and electrochemistry.

**Prerequisite: A final grade of 67% or higher in Chemistry 11 is strongly recommended.**

## **PHYSICS 12 (MPH--12)**

Physics 12 allows for a deeper understanding of the rules governing the universe. Students explore motion in three dimensions using vectors, investigate forces and their interactions, learn momentum and conservation laws, and examine fields of forces. Further refinement of observation skill and error analysis is part of the course. A good grasp of algebra and problem solving skills is required.

***Prerequisite: A final grade of 67% or higher in Physics and a B in Math 11 is strongly recommended.***

## **PHYSICAL & HEALTH EDUCATION**

### **PHYSICAL AND HEALTH EDUCATION 10 (MPHED10)**

The aim of Physical and Health Education 8, 9 and 10 is to enable all students to develop the knowledge, movement skills, and positive attitudes and behaviors that contribute to an active and healthy lifestyle. The Nanaimo District Secondary School Physical and Health Education Program provides opportunities to be physically active and to develop an appreciation and enjoyment of a variety of activities. Throughout the semester the Core Competencies (Communication, Thinking and Personal & Social Responsibility) are put into practice.

The Big Ideas of Physical and Health Education focus on the following Learning Standards:

- Physical Literacy
- Healthy and Active Living
- Social and Community Health
- Mental Well-being

### **PHYSICAL AND HEALTH EDUCATION 10 (BASKETBALL FOCUS) (MPHED10B-S)**

Are you intending to try out for the NDSS basketball team? If so consider this course. Basketball-focused physical education will push you to become a better basketball player by improving and developing your basketball skills and movements. This course will involve **additional fitness**, sport specific training, and will be **more competitive in nature** than a regular physical education class. Throughout the semester the Core Competencies (Communication, Thinking and Personal & Social Responsibility) are put into practice.

This course maintains its focus on the Big Ideas of Physical and Health Education:

- Physical Literacy
- Healthy and Active Living
- Social and Community Health
- Mental Well-being

### **ACTIVE LIVING 11-12 (PHYSICAL AND HEALTH EDUCATION) (MACLV11, MACLV12)**

Physical and Health Education 11 and 12 are elective courses open to all students. The course will contain many of the dual and individual activities taught in PE 8-10. The main objective is to provide physical education students with an opportunity to develop knowledge, skills and attitudes necessary to incorporate physical activity into their regular routines and leisure pursuits to live an active, healthy life. The learning standards for Physical and Health Education 11 and 12 are grouped under the following big ideas:



Physical activity is an important part of overall health and well-being.

Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity.

Safety and injury prevention practices allow lifelong participation in physical activities.

### **FITNESS AND CONDITIONING 11-12 (MFTCD11, MFTCD12)**

This fitness class is designed to provide each student with the knowledge needed to understand the importance of strength and fitness training. The learning standards for Fitness and Conditioning 11 and 12 are grouped under the following big ideas:

Our personal fitness can be maintained or enhanced through participation in a **variety of activities at different intensity levels.**

Knowing how our bodies move and function helps us **stay safe** during exercise.

Following proper **training guidelines** and techniques can help us reach our health and fitness goals.

Making **healthy choices** can help us reach our health and fitness goals.

This specialty course will introduce and develop the basics of training and nutrition for sport. Students will understand the importance of setting goals for personal improvement and achievement, and will leave the class with a lifelong understanding of how to maintain adequate physical fitness for a healthy lifestyle. Students will be given the opportunity to engage in a personalized training program that will fit their specific training objectives and needs, as well as pursuing specific training goals.

### **ACTIVE LIVING 11-12 BASKETBALL FOCUS (PHYSICAL AND HEALTH EDUCATION) (MPE—11B-S, MPE—12B-S)**

This course is for serious basketball players interested in playing senior boys or senior girls' basketball at NDSS. The course will be a continuation of the previous courses, which will include individual skill development, but will focus much more on basic team concepts.

## SPORTS ACADEMIES



### Nanaimo Ladysmith Academies Course Calendar Write Ups 2018/19

***Re: NLPS Beach Volleyball Academy, NLPS Soccer Academy, Skills Canada Hockey Academy, NDSS Lacrosse Academy.***

All four sports academies located at NDSS are Nanaimo Ladysmith Public Schools Academies and follow the district guidelines for programs of choice. Students wishing to join an academy need to follow the district process. ***Academies are distinct from the typical courses offered at NDSS and are not selected during course selection.*** Please note the following process:

- **RETURNING ACADEMY STUDENTS:** Students that are currently enrolled in an NLPS Academy and would like to remain in the academy for the following year will need to re-commit no later than March 1<sup>st</sup>, 2019. If a student has not recommitted by this date, they will no longer have a spot.
- **NEW STUDENTS TO AN ACADEMY** – Students that are interested in applying to an academy will need to follow the process as outlined on the school district website. NDSS students will need to apply through the district process.

## FOUNDATION COURSES: FRENCH IMMERSION PROGRAM

### Required courses for French Immersion Graduation:

#### Grade 10

- Français langue seconde (Immersion) 10
- Sciences humaines 10
- Sciences 10
- Choose one of the following two options:
- Mathématiques - Fondements et Pré-Calcul 10
- Mathématiques pour le milieu de travail 10

#### Grade 11/12

- Choose one of these two “Français langue” options :
  - Communication orale 11
  - Études du cinéma et de la littérature francophones 11
- Français langue seconde (Immersion) 12
- Choose **two** of these six options:
  - Mathématiques pré-calcul 11
  - Mathématiques pour le milieu de travail 11
  - Histoire et culture francophones 11 (sciences humaines)
  - Géographie humaine 12
  - Histoire du 20<sup>e</sup> siècle 12
  - Langue et culture de la francophonie 12

### FRANÇAIS LANGUE SECONDE (Immersion) 10 (FFRAL10--S)

Grandes idées :

- Les variations langagières fournissent des repères culturels au sein de la diversité francophone.
- L'analyse des textes amène à comprendre comment le sens est véhiculé par des moyens d'ordre linguistique et textuel.
- L'exploration de l'univers psychologique des personnages d'un texte révèle la profondeur et la complexité de la vie humaine.
- Les éléments poétiques enrichissent l'écriture et provoquent la réaction d'autrui grâce à l'effet recherché.

### COMMUNICATION ORALE 11 (FSPLG11)

Le cours de Communication orale 11 est conçu pour encourager l'élève à peaufiner et préciser sa communication grâce à la pratique et à la révision de textes provenant de la culture francophone avec un accent mis sur la communication à l'oral. Le cours offre à l'élève la possibilité d'explorer des textes authentiques ainsi que de créer, d'écrire et de partager des textes originaux à des fins variées dans un contexte actuel. L'élève développera également ses compétences d'écoute active. À travers des processus de rédaction, de réflexion et de révision, l'élève concevra un ensemble de textes pour une variété de situations langagières. Au fur et à mesure, l'élève développera la confiance dans ses capacités à communiquer tant à l'oral qu'à l'écrit.

### **ÉTUDES DU CINÉMA ET DE LA LITTÉRATURE FRANCOPHONES 11 (FLTST11)**

Le cours d'études du cinéma et de la littérature francophones 11 est conçu pour encourager l'élève à découvrir, explorer, analyser et interpréter des œuvres cinématographiques et littéraires de la francophonie. En étudiant une variété de textes, l'élève acquerra une certaine connaissance de la culture francophone qui contribuera au développement de son identité.

### **FRANÇAIS LANGUE SECONDE (IMMERSION) 12 (FFRAL12)**

Le cours de Français langue immersion 12 est requis pour l'obtention du diplôme bilingue. L'objectif de ce cours est d'intégrer et d'approfondir les compétences langagières et les connaissances linguistiques et culturelles acquises lors des expériences d'apprentissage antérieures. Ce cours permet à l'élève d'avoir un aperçu des divers facteurs qui façonnent son identité bilingue. Le cours offre de nombreuses occasions à l'élève d'approfondir la connaissance de soi et des autres dans un monde en évolution. De plus, l'élève explorera des textes de plusieurs genres et modes, provenant de sources diverses et reflétant des perspectives de la francophonie et des peuples autochtones. Ce cours amènera l'élève à utiliser sa pensée critique et créative pour analyser diverses situations de communication. Finalement, l'élève affinera sa communication dans divers contextes afin d'atteindre ses objectifs personnels et professionnels.

### **LANGUE ET CULTURE DE LA FRANCOPHONIE 12 (FLCF-12)**

Le cours de Langue et culture de la francophonie 12 permet à l'élève d'affiner ses compétences de réflexion et d'apprentissage linguistique et culturelle. Ce cours est conçu pour que l'élève réfléchisse à la façon dont la langue et la culture influencent ses perceptions et valeurs personnelles. En s'identifiant comme élève dans un milieu d'apprentissage bilingue, l'élève devient conscient de la façon dont l'acquisition d'une nouvelle langue contribue au développement de son identité canadienne ainsi qu'à son développement personnel et social. La dimension culturelle joue un rôle important dans l'apprentissage car elle offre à l'élève l'occasion d'explorer et de mieux comprendre les réalités de sa culture et de celles du monde francophone.

### **MATHÉMATIQUES POUR LE MILIEU DE TRAVAIL 10 (WORKPLACE MATH 10) (FWPM-10)**

Ce cours de mathématiques est conçu pour fournir aux élèves la compréhension mathématique et les compétences de pensée critique pour l'entrée dans la majorité des métiers et pour l'entrée directe dans le marché du travail. Notez que ce cours ne répond pas aux exigences d'admission post-secondaires, mais il répond aux exigences d'obtention du diplôme.

Grandes idées :

- Les comparaisons proportionnelles peuvent se faire avec les triangles droits en utilisant la trigonométrie
- Utiliser les opérations et des formules pour faire des conversions d'unités
- Plusieurs relations peuvent être représentées et interprétées avec des graphiques
- Varier le transversal nous permet de remarquer des relations entre des angles
- L'analyse de situations et de données nous permet de remarquer des tendances et des relations

Après avoir réussi ce cours, les élèves s'inscriront au cours de Mathématiques au milieu de travail 11 (Workplace Math 11).

## **MATHÉMATIQUES – FONDEMENTS ET PRÉ-CALCUL 10 (FFMPF10)**

Grandes idées :

- L'algèbre permet de généraliser des relations par l'abstraction.
- Le sens des opérations et les liens entre les différentes opérations s'appliquent aux puissances et aux polynômes.
- La constance du taux de variation est une propriété caractéristique des relations linéaires, et l'on rencontre cette propriété dans divers contextes et représentations.
- La trigonométrie fait appel au raisonnement proportionnel pour la résolution de problèmes de mesure indirecte.
- La représentation et l'analyse de situations permettent de relever des relations et d'y réfléchir.
- Après avoir réussi ce cours, les élèves s'inscriront au cours de Mathématiques pré-calcul 11.

## **MATHÉMATIQUES POUR LE MILIEU DE TRAVAIL 11 (WORKPLACE MATH 11) (FWPM-11)**

Ce cours de mathématiques est conçu pour fournir aux élèves la compréhension mathématique et les compétences de pensée critique pour l'entrée dans la majorité des métiers et pour l'entrée directe dans le marché du travail. Notez que ce cours ne répond pas aux exigences d'admission post-secondaires, mais il répond aux exigences d'obtention du diplôme.

Grandes idées :

- Le raisonnement proportionnel permet de comprendre les relations de multiplication.
- Les mathématiques aident à la prise de décisions financières.
- Les solides géométriques sont souvent représentés et décrits dans un espace à deux dimensions.
- La souplesse dans la manipulation des nombres consolide le sens, la compréhension et la confiance.
- La représentation et l'analyse de données permettent de relever des relations et d'y réfléchir.

## **MATHÉMATIQUES 11: PRÉ – CALCUL (FPREC11)**

Grandes idées:

- On peut faire la comparaison proportionnelle entre les triangles et les angles sur le plan cartésien en utilisant la trigonométrie.
- La signification de chaque opération incluant les exposants rationnels et les radicaux se poursuit jusqu'aux expressions algébriques.
- Les fonctions nous permettent de mettre une situation en contexte, incluant les situations financières.
- Les opérations entre les différentes expressions algébriques sont interconnectées et nous permettent de leur donner du sens à l'aide de la pensée abstraite.

## **SCIENCES 10 (FSCF-10)**

Ce cours de suit les objectifs du programme qui sont prescrits par le ministère de l'éducation : les sciences physiques (loi de la conservation de l'énergie, énergie cinétique et potentielle), la chimie (étude des types de réactions chimiques et la loi de conservation de la masse), les sciences de la Terre (formation de l'univers et la théorie du Big Bang), les sciences de la vie (structure de l'ADN et génétique). Une emphase particulière est placée sur les processus scientifiques et plus particulièrement sur l'utilisation de la méthode scientifique.

### **SCIENCES HUMAINES 10 (FSCH-10)**

Ce cours met l'emphasis sur l'analyse, la pensée critique et le débat des événements et idées historiques. La période à l'étude est de 1914 jusqu'au présent.

Grandes Idées :

- Comment les conflits locaux et globaux ont influencé le monde et le Canada en particulier.
- Le développement des institutions politiques est influencé par des facteurs économiques, sociaux, idéologiques et géographiques.
- Les points de vue mondiaux changent les idées et perspectives et influencent le développement de la société du Canada.
- Les injustices historiques et contemporaines influencent l'identité du Canada comme société multiculturelle et inclusive.

### **HISTOIRE ET CULTURE FRANCOPHONES 11 (Sciences humaines) (FHC—11)**

Grades idées :

- Le milieu physique influence la nature des changements démographiques, géopolitiques et sociaux.
- L'identité sociale ou collective est influencée par la langue et change sans cesse au fil du temps.
- La survie d'une langue et des cultures qui y sont liées exige la mobilisation de multiples composantes de la communauté.
- Les communautés francophones influent sur la société canadienne dans son ensemble.

### **GÉOGRAPHIE HUMAINE 12 (FHGEO12)**

Le but de ce cours est d'analyser et d'évaluer l'importance des interactions entre les humains et leur environnement. On va utiliser une variété de sources comme les cartes, des images de satellites, des statistiques et de la recherche pour explorer comment les humains et leur environnement sont liés. L'environnement physique sera analysé comme influence culturelle, économique et sociale pour les pays du monde. Ce cours est offert aux élèves en 11<sup>e</sup> et en 12<sup>e</sup> années.

### **HISTOIRE DU MONDE AU XX<sup>e</sup> SIÈCLE 12 (FWH--12)**

Ce cours consistera de 3 thèmes principaux qu'on examinera dans le monde dans le contexte du 20<sup>ième</sup> siècle : la capacité des mouvements de nationalisme qui unissent ou divisent les peuples, l'impact des nouvelles technologies et idéologies sur les identités nationales, et la création des nouvelles structures et systèmes à cause de la dissolution des empires. Ce cours est offert aux élèves en 11<sup>e</sup> et en 12<sup>e</sup> années.

## FRANÇAIS LANGUE (FRANCOPHONE) 10 – 12



Le cours de Français Langue Première vise l'élève francophone. La vision du CSF est de promouvoir la collaboration, l'innovation et l'engagement pour la réussite de tous les apprenants dans un milieu francophone. Notre mission est d'inspirer une communauté d'apprenants par une éducation innovante, une culture francophone vivante et partagée ainsi que par l'acquisition d'habiletés essentielles de vie et d'avenir. Par l'entremise des trois principaux volets du programme, soit la communication, la culture et l'affirmation de soi, le cours de Français Langue Première aide l'étudiant francophone à mieux connaître la diversité de la Francophonie, à se placer dans son milieu en tant que Franco-Colombien et à devenir un citoyen fier et à part entière. Les étudiants francophones sont groupés ensemble pour leur cours de français langue première et de sciences humaines et ils sont intégrés avec les étudiants d'immersion pour les cours de mathématiques et de sciences naturelles. Les élèves de la 10<sup>e</sup> année à la 12<sup>e</sup> année ont la possibilité de suivre des cours en ligne avec l'école virtuelle. Ces cours sont offerts en français.

## ELECTIVE COURSES

### LANGUAGES

#### **CORE FRENCH 10 (MFR--10)**

The goal of French 10 is to develop communication skills and an appreciation of the culture of French-speaking countries around the world. New grammar structures, vocabulary and conversational French skills are developed through various themes. Students will participate in individual work, projects, presentations and games. Students will be assessed on their reading, writing, speaking and listening development.

Although French 10 is optional, it should be considered a core subject for students with post-secondary goals. This applies especially to students who are planning to enter a university or a profession that requires knowledge of both of Canada's official languages.

**Prerequisite: Core French 9**

#### **CORE FRENCH 11/12 (MFR- - 11, MFR- - 12)**

The senior French courses build on knowledge acquired at the junior levels. An emphasis is placed on individual goal setting and exploration of the French language. Students will expand on their understanding of verb tenses, parts of speech and general grammar, while learning new vocabulary and cultural content.

Students will have opportunities to develop their conversational French, written communication, reading comprehension, and listening comprehension. The focus for senior French is to build confidence to interact in French, in educational, travel and professional settings.

**Prerequisite: Core French 10**

#### **HUL'Q'UMI'NUM 10-12 (MHULQ10, MHULQ11, MHULQ12)**

The aim of this First Nation language course is to develop some basic comprehension of the Hul'q'umi'num Coast Salish language and culture. It is expected that students will acquire basic communication skills in the Hul'q'umi'num' language, develop cultural sensitivity, and acquire additional concepts about language and culture. All students are encouraged to enroll in this Coast Salish language course.

#### **SPANISH 10 (MSP—10)**

This course is designed for students who have completed Spanish 9, and offers an oral and written approach to Spanish. Students will develop new skills such as speaking in past tense and using reflexive verbs, learning through review of grammar, vocabulary building, oral and written exercises, and conversations. Students are introduced to features of Hispanic culture including customs and contemporary lifestyles.

**Prerequisite: Spanish 9**

#### **BEGINNERS' SPANISH 11 (Mbsp-11)**

Texts: *Juntos Uno* and selected readings.

This course is designed to help students develop the four basic language skills. It is an accelerated program, which enables students to complete Spanish 9 and 10 in one semester.

Students planning to take this course must be well motivated and be determined to work. Students should select Beginners' Spanish 11 and Spanish 11 in the same year. Beginners' Spanish 11 does not fulfill the second language requirement.



### **SPANISH 11 (MSP—11)**

This course builds on skills introduced at the Grades 9 and 10 levels, but also teaches the imperfect tense. More emphasis is placed on the reading and written aspects of the course as well as vocabulary and general knowledge of the Hispanic world. Oral presentations and written assignments will expand the core materials of the course.

***Prerequisite: Spanish 10***

### **SPANISH 12 (MSP—12)**

The grade 12 program builds on the knowledge acquired at the junior and grade 11 levels. The students will learn the future tense and other more sophisticated language structures. They will continue to develop an ever-increasing vocabulary base and mastery of language structures in preparation for university or other post-secondary opportunities.

***Prerequisite: Spanish 11***

## **BUSINESS EDUCATION**

### **ENTREPRENEURSHIP AND MARKETING 10 (MADEM10)**

This course will cover the characteristics of entrepreneurs, opportunities for entrepreneurship, ways to add value to an existing idea or product, differences between invention and innovation as well as the life cycle of a product from invention/innovation to the marketplace.

### **GRAPHIC PRODUCTION (YEARBOOK) 11/12 (MGRPR11, MGRPR12)**

This course includes students producing the school yearbook using Adobe InDesign and Adobe Photoshop. Students will be introduced to publishing layout and design principles, photography, composition, team building, problem-solving and time management. The NDSS Yearbook is an important publication that becomes an official record of the school for the current year. It includes photos of the people involved, and describes many key events. Therefore, there are strict standards that we must observe including appropriate language, tasteful content and equitable coverage.

***Recommendations: computer literacy and communication skills***

### **MARKETING AND PROMOTION 11 (MMAP-11)**

This course is a practical, activity-based introduction to marketing. The focus is on retail marketing with an emphasis on Canada's business market. Topics include the relationship between marketing and the consumer and how change affects the social, legal and ethical issues that are involved in marketing. Students will be using technology to complete marketing techniques and strategies.

### **ENTREPRENEURSHIP 12 (MENT-12)**

This course will focus on the human-centered design process which begins with building relationships and deep empathy. It includes generating a variety of possible ideas, building and testing prototypes with the people you're designing for, and eventually implementing new solutions into the world to improve lives.

## INFORMATION TECHNOLOGY

### **MEDIA DESIGN (INFORMATION TECHNOLOGY) 10 (MMEDD10)**

This is an excellent overview course that covers a little bit of everything, allowing students to explore Programming, Graphic Design, Networking, Multimedia, Video Production, 3D Printing and Video Game Development. The overall emphasis will be using the Design Thinking model to quickly iterate through prototypes, testing them against user needs and problem definitions. Students will be prepared to focus and dive deeper into topics that interest them in Grades 11 & 12.

### **MEDIA DESIGN (INFORMATION TECHNOLOGY) 11 (MMEDD11)**

Basic programming concepts, logical and decision making statements and loops will be covered, with emphasis more on scripting than coding. Students will create both 2D and 3D programs and video games. Students can expect to make use of a variety of graphics programs.

### **DIGITAL MEDIA DESIGN (INFORMATION TECHNOLOGY) 12 (MMEDD12)**

Basic programming concepts, logical and decision making statements and loops will be covered, with emphasis more on scripting than coding. Students will create both 2D and 3D programs and video games. Students can expect to make use of a variety of graphics programs.

## TECHNOLOGY EDUCATION

Students who choose technology education courses will gain knowledge and experience that will aid in their pursuit of a healthy, well-balanced lifestyle of career and leisure activities.

In general, some knowledge of drafting is useful in the Industrial Technologies; because of the nature of these courses, it is essential that every student realize that success will largely depend upon their regular attendance and serious attention to the work required.

*All courses labeled 10 or 11 are entry-level courses.*

### **WOODWORK 10 (MWWK-10)**

This 4-credit course provides an opportunity for students to work creatively with a variety of woods including many exotic woods from around the world. Safety will be taught using hand and power tools, including most machines in the shop setting. Students will explore ways that wood can be laminated, shaped and inlaid into esthetically pleasing and functional projects.

### **WOODWORK (CABINETMAKING & JOINERY) 11 (MWWK-11)**

Designed for the more experienced woodworker, this course will allow some freedom in exploring projects while at the same time learning some advanced methods of joinery. If students do not possess previous woodworking experience, a suitable project will be offered.

*This course meets the Applied Skill requirement for graduation.*

### **WOODWORK FURNITURE & CABINETRY 12 (MWWK-12)**

This is an advanced joinery course dedicated to the methods used in fine furniture making and cabinetry. The project work will be challenging and designed by the student. Instruction in advanced joinery methods and delicate lathe artistry will be provided.

*Prerequisite: construction 11A (Joinery). This course meets the Applied Skill requirement for graduation.*

### **POWER TECHNOLOGY 10 (MTPOW10)**

Power Mechanics 10 is a course designed for students who want to learn about engines, how they work, how to repair them, and how to keep them running smoothly. Students taking PM will learn how small engine mechanics is related to auto mechanics and will gain a basic understanding of the automobile engine, automobile systems and related tools and machines. Students will complete a series of four-stroke engine worksheets to disassemble a school engine, learn how the parts work, then reassemble and run the engine. Students will have approximately 40% classroom theory work and 60% hands-on shop time to work on the school engines. Once a solid understanding of the engine is grasped, and after successfully rebuilding and running the engine, students may work on projects of their own choice such as lawnmower engines, motorcycles, or outboard motors. Students are expected to arrive on time, ready to work and prepared to learn.

PM 10 is recommended before taking Auto Mechanics 11/12.

### **AUTOMOTIVE TECHNOLOGY 11 (MTAUT11)**

This is an introductory course to explore such automotive topics as engine theory and operation, basic fuel and electrical systems, power transmission, suspension and brake components. Some computer testing equipment will be introduced. This course meets the Applied Skill requirement for Graduation. This course is a preferred prerequisite for the Auto Program.

### **AUTOMOTIVE TECHNOLOGY 12 (MTAUT12)**

This is a hands-on course designed to cover the operation and repair of the automobile. Engine rebuilding will be covered as well as fuel and ignition systems, electronic components and computer controls. This course meets the Applied Skill requirement for graduation. This course is a preferred prerequisite for the CTC Auto Program.

### **METALWORK 10 (MTMET10)**

This four-credit course will cover a wide range of metalworking areas. Skills acquired will include safety, arc and gas welding, machining and metalworking hand skills. This course meets the Applied Skills requirements for graduation.

### **METALWORK 11 (MTMET11)**

It should be noted that this 4-credit course is a recommendation for entry to the Metal 12 courses. This is a general metalwork course providing a variety of practical exploratory experiences in various areas of the metal trades. Hands-on practical experience is a major part of this program. This course can meet the Fine Arts or Applied Skills requirements for graduation. This course is a preferred prerequisite for both the CTC "Welding Level C" and Auto Program.

## **METALWORK 12 (MTMET12)**

This course is designed for students who want to specialize in the machine shop area of metalworking. Practical experience is stressed through extensive use of milling machines. Students are assigned projects that will cover all phases of machine shop procedures. This course meets the Applied Skill requirement for graduation.

*Recommendation: Metal Fabrication & Machining 11. This course is a preferred prerequisite for both the CTC "Welding Level C" and Auto Program.*

## **DRAFTING 10 (MTDRF10)**

Students will be taught the basics of the world's most powerful Computer Aided Drafting (CAD) program. They will complete both 2 dimensional and 3 dimensional drawings that will compare to industry standards. The student's final project will also involve the basics in architectural design. Areas of technical drawing will be covered, with emphasis on drafting skills and techniques with instruments. Students will complete approximately one quarter of the course using the CAD program. In Drafting & Design 10, students will be expected to complete projects at a more challenging level than in the previous year.

## **DRAFTING 11 (MTDRF11)**

This is a more advanced AutoCAD design course, yet is taught with the basics of design in mind. All students, particularly those interested in the design industry, will greatly benefit from this practical course. With a brief period spent on two-dimensional drafting, the majority of this course will focus on three-dimensional modeling. The student learns how to make and read drawings and at the same time learns about the tools, machines, materials and processes of industrial production.

Architectural design will also be a main component of this course. In this section, students will learn architectural techniques that will allow them to create their dream home using Architectural Desktop. Approximately one quarter of the course will be spent on technical drafting. While producing drawings in this medium, the student is made aware of the need for accuracy and a high standard of work. This course is intended to provide students with skills that will be useful for the following:

- employment – by understanding the graphic language of industry and learning to think in three dimensions to solve problems using mediums such as AutoCAD 2000 and Technical Drafting through sketches and line work.
- home – by the ability to plan layouts, patterns, design projects and produce a variety of other life drawing needs.

*This course meets the Applied Skill or Fine Art requirement for graduation.*

## **DRAFTING 12 (MTDRF12)**

This course includes mechanical, structural and pattern development assignments. A study is made of contemporary house designs and of residential standards. Areas covered in the course include solar and energy conservation, checking and estimating skills, pictorial delineation drawings and alternative construction.

### **ROBOTICS 10, 11, 12 (MTEAR10, MTROB11, MELR-12)**

Robotics is a project-oriented course focusing on design and problem solving through student-centered learning. Focusing on STEM (Science, Technology, Engineering and Math), students will research and design engineering structures, vehicles, robots, and machines. Coding, micro-controllers, logic, and sensors will be used to overcome challenges. Iterative design techniques, prototyping, testing, and manufacturing will be explored, as well as considering real-life constraints such as proposals, budgets and group dynamics. Students will use math and physics concepts, and build solutions using power and hand tools. Prerequisites: minimum "B" in Foundation and Pre-Calculus 10. Recommended: Wood, Metal or Power Technology/Auto 9 or 10.

## **HOME ECONOMICS**

**Textiles, Interpersonal and Family Relationships, Food Studies and Cafeteria. These courses meet the Applied Skills requirements for graduation.**

### **TEXTILES 10 (MTXT-10)**

Grade 10 textiles 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. The basics of fashion illustration and pattern drafting skills and techniques will be developed. Both hand and machine techniques will be used to repair and upcycle clothing to create a variety of interesting projects using natural and manufactured textiles. Students will discover how textile choice influences the environment in both local and global communities. This hands-on class is a great place to express creativity and learn practical skills.

### **TEXTILES 11 (MTXT-11)**

Grade 11 Textiles is a hands-on class in which students select fabrics for chosen projects based on an understanding of fabric characteristic and intended use. With advanced sewing techniques, students will construct a variety of textile items and learn about fabric construction, and how to create hand-knit and woven fabrics. The symbolism of prints and patterns will be explored while learning how to embellish natural fabrics with paint, dye and stencil designs. Students may continue to delve into the strategies for modifying patterns and techniques for repurposing textiles to create new items. As students continue to develop fashion design and pattern drafting skills, they will create a prototype as an example to later apply to the actual-sized project.

### **TEXTILES 12 (MTXT-12)**

At this level, students will practice designing patterns using both draping and flat pattern methods. They will use a one half scale prototype to create their textile project. Students can learn and use advanced sewing and textile skills and techniques to integrate into a variety of projects. An opportunity will be provided for students to be able to explore and design costumes for personal use, stage, re-enactment or cos play. Students will study historical uses of textile items and the correlating influences on modern textiles, including those of Canada's First Peoples. Students will select their own projects based on their skill level and select fabrics according to fiber content and textile use.

### **INTERPERSONAL AND FAMILY RELATIONSHIPS 11 (MIAFR11)**

In this four-credit course, students will learn how to manage relationships with the people around them, including their family as well as how to identify the types of roles that family and friendships play in their life and the importance they have to their wellbeing. Learn to communicate in effective ways and identify safe and healthy, rather than unsafe and unhealthy relationships. When a close relationship becomes serious, what is your legal status and what are the difficulties in terms of financial, community, cultural changes and influences? What part does culture play in shaping a relationship and how can they be combined successfully? Lastly, when relationships end, what are the considerations and implications? In this course, students will explore the answers to these and other questions.

### **FOOD STUDIES 10 (MFOOD10)**

The theoretical aspects of this course emphasize safety and sanitary practices, development of management and consumer skills, as well as nutrition and meal planning. In this course, students will cook their way across Canada's provinces. This rich banquet of ethnic options for food and menu options will be explored with a special emphasis on the food of First Nations culture and locally produced West Coast food options. Learn how to prepare a broad range of interesting meals that are nutritious and provide a culinary adventure.

### **FOOD STUDIES 11 (MFOOD11)**

This course provides students with the knowledge and opportunity to develop the skills required to prepare foods for personal and family needs. Topics include the study of safety and sanitation, food manufacturing and security, both locally and worldwide. This course emphasizes learning about, and cooking foreign foods. Students will make and consume individual meals and also prepare group dishes for buffets. Students may be given the opportunity to choose the food product and meal they wish to prepare, allowing for individual development of skills and experiences.

### **FOOD STUDIES 12 (MFOOD12)**

This course expands the scope of work covered in Food Studies 11, including the production of more complicated food items that require advanced techniques and an understanding of function of ingredients. Food safety, presentation, and food service are emphasized. Indigenous foods as well as world cuisine are prepared with special emphasis on specialty foods and cooking techniques. Global cuisine is prepared with an emphasis on specialty foods. Students may learn how to make delicacies such as Indian samosas, Japanese sushi, Italian biscotti, and Greek Spanakopita as well as other foreign foods. In the process, students will learn about the nutritional value of foods, food processing, and cost factors.

### **CULINARY ARTS 10- 12 (MCUL-10, MCUL-11, MCUL-12)**

The purpose of Cafeteria Training is to introduce a professional kitchen and the ways in which it operates. Cafeteria Training focuses on quality food preparation and service. Students develop the skills necessary for commercial food preparation as they participate in activities related to receiving, storing, preparing, and presenting nutritious foods. In the NDSS cafeteria, students will learn the ins and outs of becoming cooks. Cafeteria Training is a great beginning for students interested in becoming a chef, restaurant owner, or simply learning to cook for pure enjoyment.

## ARTS EDUCATION 10 - 12

The Arts Education curriculum strives to develop students' artful habits of mind through engaged arts learning. The curriculum includes a general arts program as well as discipline-specific programs including dance, drama, music, visual arts and cross- disciplinary and interdisciplinary arts choices. Each of these disciplines captures the language, activities, and experiences unique to them.

Note that throughout the Arts Education curriculum, "artist" is used as an inclusive term to refer to people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists). This definition views students as artists, too. Similarly, "works of art" is used to refer to the results of creative processes in any of the four disciplines.

The redesigned Arts Education curriculum promotes the arts as a means of self- expression and understanding of identity, and as a place in which to connect with artists, art processes, artwork, and arts learning in one's own community.

## VISUAL ARTS 10 - 12

Art studio provides a broad range of art mediums and materials for students to explore and develop their unique artistic in a chosen area of artistic expression. Artist exemplars, historical, social, and cultural perspectives along with Aboriginal Cultural Art perspectives will provide a thematic and inquiry-based approach to image development. Students will explore the elements and principles of design and methods in planning for a project, image development strategies, practice to develop skills and techniques in a chosen medium, and composition to create their art images. The Big Ideas include the awareness that making art requires risk-taking, perseverance and the willingness to create through collaboration and reflection.

### **STUDIO ART 2D (DRAWING, PAINTING, MIXED MEDIA, PRINT MAKING & GRAPHICS) 10 (MVAST10)**

Visual Arts 10 provides students with a foundation in art media and materials, techniques, and methods in a range of art forms through exploration in drawing, painting, printmaking, and graphics to prepare them for studio art 11 course options. In this course, students will explore, build and expand on the skills and knowledge necessary to be expressive, creative, and authentic in their art making. Students will examine and make connections with personal, social, cultural, and environmental influences the themes in artwork for individual and public audiences through exhibitions. Studio artwork includes a variety of class activities, individualized projects, and group collaborative artworks to develop and expand personal awareness, expression and creativity.

### **STUDIO ART 3D (SCULPTURE AND CERAMICS) 10-12 (MVAC-10, MSACS11, MSACS12)**

Sculpture 10 provides students with a foundation in 3D media, techniques and methods to utilize a variety of materials, processes, and innovations to explore and expand on the element of form. In this course, students will add to the skills and knowledge required to be expressive, creative, thoughtful and authentic through their sculpture. Students will examine and make connections to the personal, social, cultural, and environmental influences in their sculptures for individual and public audiences and through exhibitions. Sculpture includes a variety of class activities, individualized projects, and group collaborative works that build on and expand personal and collective expression and creativity.

**STUDIO ART 2D (DRAWING & PAINTING) 10-12 (MVAD-10D-S, MVAD-11, MVAD-12)**

Drawing and Painting 10 provides students with an art foundation in 2D media, mixed media techniques, and art methods to include a range of painting mediums; pastel, pencil crayon, water colour, acrylic and gouache, as well as drawing materials; charcoal, graphite, chalk and ink. Students will explore the elements and principles of design and image development strategies to expand on understandings and make connections to influences of social, historical, and contemporary contexts in art making. In this course, students will build on their art making skills to develop expressive, creative, thoughtful and authentic works of art for individual and public exhibition. Studio art work includes a variety of class activities, individualized projects, and group collaborative projects to build on and expand personal and collective expression and creativity.

**STUDIO ARTS 3D (POTTERY) 10 (MVASC10)**

Students will demonstrate skills in all of the basic hand-building techniques including pinch pots, coil, slab, extruder, tile and sculptural. Students will learn to use and create molds, forming equipment, and alter forms. An understanding of how the elements, and principles of design are connected to form and function, will be emphasized. Students will solve challenging problems in ceramics using a variety of methods. Students who wish to do additional projects or larger scale projects may be required to supplement their material costs.

**STUDIO ARTS 3D (POTTERY) 11 (MSACS11)**

This is an intermediate course where students will select and apply ceramics media, techniques, technology and processes to individual ceramic pieces. Students will initiate and solve challenging problems in construction and form development. Students will be able to select and develop an area of concentration within ceramics to be used as a means of self-expression. Students who wish to do additional projects or larger scale projects may be required to supplement their material costs.

**STUDIO ARTS 3D (POTTERY) 12 (MSACS12)**

This is an advanced ceramics course that involves solving challenging problems using a variety of forming methods, including large thrown forms, hollow-ware, altered forms, composite, and sculptural forms. Students will research, develop and use a variety of clays and stoneware glazes. Students will refine technical skills with an emphasis on aesthetics, quality of form, and artisanship. Students will continue to develop an area of focus, in forming (i.e. potter's wheel, hand-building), sculpture, and/or glazes. Students who wish to do additional projects or larger scale projects may be required to supplement their material costs.

**GRAPHIC ARTS 11 (MVAGA11)**

This is an introductory course in the study of printmaking and/or graphic design. Image development strategies will be linked to historical, cultural and social perspectives in traditional and contemporary media. A sketchbook will be required to develop original and authentic design and concept ideas. Materials will be provided.



### **GRAPHIC ARTS 12 (MVAGA12)**

This is a more advanced course in the study of graphic design ideas as a means of communication and ways to express a theme using a method of the student's own choosing. Image development strategies will be linked to historical, cultural and social perspectives in traditional and contemporary media. A sketchbook will be required to develop original and authentic design and concept ideas. Materials will be provided. Editions of prints and the development of a portfolio for commercial and post-secondary requirements is optional. All students will be encouraged to participate in a public exhibition of a selected work of art developed in the course.

### **MEDIA ARTS (FILM AND TELEVISION STUDIES) 10-12 (MVAMT11SRS, MVAMT12SRS)**

This 4-credit intermediate course designed to sharpen critical thinking skills and enhance knowledge and understanding of film and television. Through the study of 10-15 important films and TV shows from various genres (comedy, drama, horror, action, documentary, etc.) students will analyze the impact of cinematography, soundtrack, editing, directing, acting, screenplay, and design on a work of art. Students will develop a critical interpretation of these works through written, oral, and creative assignments. Students will investigate new visual media forms such as blogging, YouTube, and video games to understand how storytelling has changed since the movie industry began. Students will demonstrate their knowledge and understanding by producing their own media project. This course is a fun and challenging option for students who are interested in or passionate about analyzing film and television.

### **MEDIA ARTS 10-12 (MVAM-10, MVAMT11, MVAMT12)**

This 4-credit Fine Arts course designed to sharpen critical thinking skills and enhance knowledge and understanding of various forms of media. Students will also have the opportunity to create their own media projects. Topics addressed in Media Arts include advertising, social media, YouTube, film, television, and graphic design. Students will cultivate a critical eye in an effort to become a more discerning consumer. Students will complete written, oral, and creative assignments designed to give students the opportunity to explore the process of creating their own media (short film, TV pilot, advertising material). This is a fun and challenging option for students who are interested in or passionate about pop culture, advertising, social media, as well as the analysis and creation of media.

### **PHOTOGRAPHY 10 (Beginning/Intermediate) (MVAPH10)**

A beginning / intermediate 4 credit Fine Arts course which sets a foundation for the basic principles of photography, camera operation and the elements and principles of design as they relate to visual imagery. Students will learn about exposure triangle and build an understanding of the use of Manual Mode. This offers more creative and technical control so that students will be able to explore, create, and express themselves using photography. Students will learn about digital post-processing using the Adobe suite of programs. Students will investigate the historical, cultural, and social significance of photography. Local field trips will provide opportunities to document and communicate community views in diverse settings for practice. This course will give learners the skills to use a digital camera with confidence to create compelling and engaging photographs. Serious photography students are encouraged to provide their own camera and memory card.

## **PHOTOGRAPHY 11 / 12 (Intermediate/Advanced) (MVAPH11, MVAPH12)**

An intermediate / advanced 4 credit Fine Arts course which is engaging, fun, and challenging. This course expands the study into digital photography, styles, and genres through individual projects. Students will learn about manual mode settings, the photographic cycle of planning, lighting, setting up images, portrait and studio photography, as well as uploading and editing photos through post-processing. In post-processing, students will learn skills and techniques to edit and enhance photos digitally, communicate and express mood, composition, and special effects in creating original images. This course focuses on building advanced skills for portfolio (eportfolio) preparation and documentation of each stage of the learning process. Serious photograph students are encouraged to provide their own camera and memory card.

**Note:** It is recommended that students in photography choose the grade level that matches their skill and experience level. Grade credit will be applied at the level the student is registered in, for example an inexperienced Grade 11 student would take a Grade 10 introductory level and would be assigned a Grade 11 credit.

## **DANCE 10-12: Performance and Choreography**

The NDSS Dance program has a place for all dancers of every skill level and experience. Students who **do not** wish to direct choreography should take **Dance Performance**.

### **DANCE TECHNIQUE & PERFORMANCE 10 (MDNTP10)**

This course will include additional details about the vocabulary used, and techniques required for specific dance genres as well as rehearsal and performance skills. No previous experience is necessary. This course fulfills the 80 hours of regular physical activity required for graduation.

### **DANCE CHOREOGRAPHY 10 (MDNC-10)**

Students will also learn about the vocabulary used and techniques required for specific dance genres as well as rehearsal and performance skills. In addition to these topics, students will learn choreographic forms/structures, and compositional skills. Previous experience is not necessary, but recommended. This course fulfills the 80 hours of regular physical activity required for graduation.

### **DANCE TECHNIQUE & PERFORMANCE 11 (MDNTP11)**

This course will include more details about the techniques required for specific dance genres, rehearsal/performance skills, and the influence of body conditioning on a dancer's performances. Previous experience is not necessary, but recommended. This course fulfills the 80 hours of regular physical activity required for graduation.

### **DANCE CHOREOGRAPHY 11 (MDNC-11)**

This course includes topics covered in Choreography 10 as well as an introduction to design elements such as staging and costuming. Students will continue to develop their improvisation and compositional skills. Previous experience is not necessary, but highly recommended. This course fulfills the 80 hours of regular physical activity required for graduation.

### **DANCE TECHNIQUE & PERFORMANCE 12 (MDNTP12)**

Students will continue to hone the technique and rehearsal/performance skills learned in previous classes, whether they be school or community-based. Previous experience is not necessary, but highly recommended. This course fulfills the 80 hours of regular physical activity required for graduation.

### **DANCE CHOREOGRAPHY 12 (MDNC-12)**

This course incorporates topics covered in all other dance courses. Students will be expected to choreograph, polish, and present a piece which demonstrates their growth as a dancer and choreographer. The primary focus of this course is to understand the variety of individual experiences and numerous contexts, which contribute to the world of dance. Previous experience is highly recommended. This course fulfills the 80 hours of regular physical activity required for graduation.

## **DRAMA 10-12**

### **Drama 10 (MDRM-10)**

Drama 10 is a uniquely collaborative experience which encourages innovative solutions to performance challenges. Drama offers students opportunities to develop diverse dramatic skills to gain a deeper understanding of themselves and the world. As they develop these skills, students gain the competence and confidence to assume roles, and therefore interact with others while in character. Students will also apply the elements of drama and develop an awareness of self and audience. The knowledge and skills will be cross-disciplinary as students will go through the planning process to incorporate movement, sound, image, and form to convey meaning in drama. Students will also explore the roles of performers and audiences in a variety of contexts.

### **DRAMA 11 (MDRM-11)**

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts. Students will interpret and present works in a variety of dramatic forms, including the use of tableau and improvisation, create and script original works, and critically analyze the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works. Learning standards include exploring and creating, reasoning and reflecting, communicating and documenting, and connecting and expanding.

### **DRAMA 12 (MDRM-12)**

This course requires students to experiment individually and collaboratively with a variety of forms (movement, improvisation, speech, scene work) and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyze how the knowledge and skills developed in drama correlate with their personal skills, social awareness, and goals reaching beyond secondary school.

Learning standards include exploring and creating, reasoning and reflecting, communicating and documenting, and connecting and exploring.

**THEATRE COMPANY 10 (MDRTC10)**

Under the direction of the teacher, participants in this course will form a theatre company and produce, rehearse, and perform a mainstage production for an invited audience. In addition to acting in the performance, students will research the production, contribute design ideas towards it, and in most cases, will also assist behind the scenes with props, costumes, and/or set construction for the show. Students may also work exclusively backstage on the production as stage managers or in technical roles. In addition to regular classroom hours, additional rehearsal time will be required on a regular basis; there will be four public performances of the show near the end of the term. Student assessment is based on participation in classes, rehearsals, and performances, as well as written work related to course work.

**THEATRE PRODUCTION 10 (MDRD-10)**

In Theatre Production 10, students gain understanding of the nature and technical requirements of theatre as an expressive and communicative art form. Through analysis, guided practice, and reflection, students develop and enhance the skills they require to participate meaningfully in the theatre process as designers, technicians, or managers. In Theatre Production 10, production skills will include:

- Design (e.g., colour theory, lighting theory, acoustic theory)
- Technical
- Management

In Theatre Production 10, students will plan and implement pre-production, production and post-production processes. They will work within the technical parameters of a range of theatre styles and forms, as well as understand appropriate theatre terminology related to design, technical, management, materials, and equipment. They also learn the role that theatre plays in the social and economic fabric of the larger community, and the skills that enable them to participate in theatre throughout their lives.

**THEATRE PRODUCTION 11 (MDRTP11)**

In this class you will study the "technical production" aspects of theatrical art. We will read and analyze a number of plays, and do some practical activities connected with scenes. Practical skills learned will include stage design, lighting, sound, set construction, costumes, makeup and props. Although this class has a hands on approach, students will be expected to learn theatre history and theory, as well as do research. The practical application of this course will be designing and producing a variety of scenes and if time permits, a one act show.

**THEATRE PRODUCTION 12 (MDRTP12)**

Theatre Production class allows students to gain experience in stage management and to improve their practical skills in the areas of design, lighting, sound, set construction, costumes, makeup and props. The course is largely experientially based, however, students will be expected to learn theatre history and theory, as well as do research. The practical application of this course will be designing and producing a show.

**THEATRE COMPANY 11 (MTPA-11CCS)**

This course operates on the premise that development is dependent on perseverance, risk-taking, collaboration and thoughtful reflection. Collectively, students will work on producing a one-act play as they form a company that will include playwrights, actors, directors, stage managers, designers, production crew (sets, props, costumes) and technical roles (lighting and sound), promotions and advertising. Learning standards include exploring and creating, reasoning and reflecting, communicating and documenting, and connecting and expanding.

### **THEATRE COMPANY 12 (MTPA-12CCS)**

The emphasis of this course is exploration, active participation, communication, and reflection. Students will work collaboratively to mentor others and assist in the areas of production. They will form a complete company in order to support a production from start to finish. Possible roles will include playwrights, actors, directors, stage managers, designers, promotions and advertising, production crew (sets, prop, costumes) and technical roles (lighting and sound). Learning standards include exploring and creating, reasoning and reflecting, communicating and documenting, and connecting and expanding.

### **DIRECTING AND SCRIPTWRITING 11 (MDRDS11)**

The emphasis in this course is on understanding that writers and directors use language and action to present ideas and influence others. This course emphasizes the essentials of script building/development and the techniques of directing for the stage, but also includes technical aspects of theatre production (lighting, sound, set design, stage management, and front-of-house). Although the development of a creative voice and personal style through writing for stage is highlighted and valued, direction is the major focus for this course. Students are encouraged to tackle projects and subject matter of significance to them. Directing and script development requires students to work with other acting students to develop productions for presentation. Assignments in this course include scriptwriting, acting workshops, directing and producing scenes and plays. Learning standards include communicating and documenting, and connecting and expanding.

### **DIRECTING AND SCRIPTWRITING 12 (MDRDS12)**

This course requires writers, directors, actors and the production team to work collaboratively. Regardless of one's acting background or ability level, this is an introductory course for grade 12 students ready for the challenge of a lifetime! Through the process of directing and scriptwriting, students will discover that theatre is a living, breathing, and ever-evolving creative process. Students in this course are committed to the core philosophy that by co-creating a play, we create a community. The process of developing directing skills gives theatre students a wider perspective of the entire theatre production process. The focus of Term 1 is the development of basic directing skills by directing their peer group theatre students. During the second term, students will learn the basics of scriptwriting and co-write a large cast, one-act play. Learning standards include communicating and documenting, and connecting and expanding.

### **MUSICAL THEATRE 10 (MMUTH10)**

Musical Theatre is unique because of its combination of drama, music, and dance. This course is designed to assist students in developing singing, dancing and acting skills while performing in a Broadway-style musical. Students will learn about real-world audition skills as they learn more about their voice range and discover various roles for exploration. Once roles are established, students will work as an ensemble if they are actors, or, they may choose to become a part of the production team and/or commit to other roles such as lighting and sound designers, costumers, sets/props, advertising and promotions. The main focus will be on the musical production's readiness for public performances at The Port Theatre. As the play progresses, students will be expected to participate in rehearsals and performances outside of class time. There will be roles for students of all levels and abilities. Instrumentalists, especially pianists, are an asset. Learning standards in this course include communication and documenting, and connecting and expanding.

### **MUSICAL THEATRE 11 (MMUTH11)**

Singing, dancing and acting are all components of this course. As you learn what it takes to be a *triple threat*, you will be rehearsing, producing and working towards performing in a Broadway-style musical. You will make up the backbone of the yearly musical at The Port Theatre, open to the general public. Students will learn and practice singing, dancing and acting skills and are expected to demonstrate enthusiasm for, and effort in all three areas, regardless of experience. There will be an opportunity to become part of a production team and/or mentor others interested in lighting and sound design, costumes, sets/props, advertising and promotions. Students will work on some technical skills to support the production. The course also touches on the history of musical theatre. Some instrumentalists (especially piano) will be a welcome addition in this course. Students will be involved in after-school rehearsals in addition to classroom work. Learning standards in this course include communicating and documenting, and connecting and expanding.

### **MUSICAL THEATRE 12 (MMUTH12)**

Musical Theatre 12 is an extension of Musical Theatre 11. Students participate in the production and performance of a Broadway musical at The Port Theatre. Students in Musical Theatre 12 will take leadership roles particularly in choreography and vocal exercises. Mentorship is also an important component in this course. Although the course focuses mainly on acting, singing and dancing, students will also participate in other musical theatre activities including stage managing, costume building, prop design, and lighting, sound and make-up. Some instrumentalists (especially piano) will be a welcome addition in this course. Students in this course are required to participate in after school rehearsals. Learning standards for this course include communicating and documenting, and connecting and expanding.

## **Music 10 – 12:**

### **INSTRUMENTAL MUSIC 10, 11, 12 – CONCERT BAND (MMUCB10, MIMCB11, MIMCB12)**

Senior concert band expands on the skills learned in Music 8 and 9. This is a performing group participating in several different programs through the year, as well as festivals and travel options.

### **INSTRUMENTAL MUSIC 10, 11, 12 – JAZZ BAND (MMUJB10, MIMJB11, MIMJB12)**

The Jazz program consists of students from grades 8 through 12. Jazz ensemble members will have ample opportunity to learn improvisation using mainly senior charts with multiple performances and festivals throughout the year. Classes runs two days a week, for one hour, outside of the regular timetable.

Dates to be determined.

### **CONTEMPORARY MUSIC 10, 11, 12 – MUSIC APPRECIATION (MMUCM10, MMUCM11, MMUCM12)**

This course is open to all students and provides an excellent opportunity for entry to a course in music at any level of ability. This course will explore music genres from a broad spectrum of social, cultural, and current trends. World and cultural influences and social traditions will be explored to discover how music is shaped and influenced.

Students will be engaged in music appreciation activities to explore various composers including a Canadian and Aboriginal repertoire. No prior musical experience is necessary, just a love of music.

## Special Courses 10-12:



### **VANCOUVER ISLAND LAND AND LANGUAGE BASED PROGRAM 10,11,12 (MFAMS10, MFM—11, MFM—12)**

Using the Coast Salish concept of naut'sa mawt (working together), this course offers Indigenous and non-Indigenous students a chance to create and grow connections with the land by engaging in hands-on experiential learning of local culture, language and history. With unique opportunities to explore our natural environment, in-class and outdoor learning components will allow opportunities for students to engage in such things as fishing, cedar harvesting, traditional weaving, carving and natural resource management.

### **WEST COAST WILDERNESS STUDIES 10 (Note: this is NOT a Physical Education credit) (MJA—10)**

West Coast Wilderness Studies 10 is an elective course for students with interest in a variety of outdoor activities and the willingness to spend time in the wilderness. Students will gain practical wilderness experience and environmental awareness along with the opportunity to participate in various field trips, and a multiple night camping trip to Nootka Sound. Students will receive certification in boat and water safety and in rock climbing.

### **WEST COAST WILDERNESS STUDIES 11 (Physical Education Credit – Outdoor Education 11) (MODED11)**

West Coast Wilderness Studies 11 is a program designed to enhance the student's knowledge of, self-confidence, and awareness of the wilderness. This course challenges students mentally, physically, socially and culturally by developing life skills and learning about our local BC wilderness through both theory and application. Students will have the opportunity to participate in a variety of field trips and a multiple night camping trip to Nootka Sound. Students will receive certification in Standard First Aid, (with a special wilderness component), and The Conservation and Outdoor Recreation Education certificate (*CORE*)

### **WEST COAST WILDERNESS STUDIES 12 (Physical Education Credit – Outdoor Education 12) (MODED12)**

West Coast Wilderness Studies 12 is an activity-based course that continues from West Coast Wilderness Studies 11. Students will be provided with opportunities for in-depth practical experiences and develop a variety of skills and knowledge while promoting an appreciation of the environment. Students will gain knowledge of the variety of professions that are possible in the field of the outdoors. Sustainability and stewardship is also a large focal point to this grade 12 course. Students will partake in 2 overnight field trips. Students will receive certification in Standard First Aid, (with a special wilderness component), The Conservation and Outdoor Recreation Education certificate (*CORE*) and the opportunity of others depending on interests or renewals.

### **LEADERSHIP 10 (YCPA-0A)**

This course is designed to give students the opportunity to develop personal responsibility and individual leadership skills through the acquisition and application of leadership theory and skills. This course recognizes that students must understand the concept of leadership and must be able to lead themselves before they can be effective leaders for others. Emphasis will be placed on the ongoing development of leadership as a process of learning and on cultivating the attitudes of reflective and creative thinkers, self-directed responsible lifelong learners, collaborative contributors, caring family members, and responsible citizens.

**LEADERSHIP 11 (MHS—1A)**

This course is designed to give students the opportunity to further develop personal responsibility and leadership skills through the acquisition and application of leadership theory and practice. This course underscores further self-development and service to the school community. Emphasis will be placed on developing a personal philosophy of service.

**LEADERSHIP 12 (MHS—2A)**

This course is designed to give students the opportunity to master the skills and responsibilities cultivated in leadership and to use those skills to serve their extended community and mentor others in the spirit of service.

**PEER TUTORING 10-12 (YIPS-0A, MHS—1B, MHS—2B)**

Peer Tutoring 10-12 are courses designed for students of above average ability with excellent citizenship. Interested students must have shown exemplary skills in work habits, attendance, and demonstrated leadership qualities as well as a sincere desire to help others. Peer Tutors undergo training in study skills, learning styles, brain based learning strategies, communication, plus many other interpersonal skills. Tutors will be provided with rewarding opportunities to support fellow students and to develop their own tutoring and personal strategies for learning. All tutors are supervised by a Peer Tutoring teacher. (Open to students in Grade 10, 11 and 12.)

**PSYCHOLOGY 12 (YPSYC2A)**

Psychology 12 invites students to critically reflect on psychological issues and concepts. Possible topics include: contemporary approaches to psychology, infancy, childhood and adolescence development, learning theories, personality disorders and mental health issues, treatment and research.