



**Course Selection Guide  
Grades 10 – 12  
2024-2025**

**“Home of the Islanders”**

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**355 Wakesiah Avenue  
Nanaimo, BC V9R 3K5  
Telephone: 250-740-2000  
Fax: 250-740-2040  
Email: [www.myndss.ca](http://www.myndss.ca)**

## 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 intégré, 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.

Ms. R. Bartlett  
Principal

Ms. E. Kemp  
Vice-Principal

Ms. S. Aitken  
Vice-Principal

Mr. J. Hasenauer  
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

### ENGLISH

English Language Development 10 - 12  
English Language Arts 10 - 11  
English First Peoples: Literary Studies 10  
English First Peoples: Writing 10  
English First Peoples: New Media 10  
English First Peoples: Spoken Language 10  
English First Peoples: Lit. Studies & Writing 11  
Creative Writing 11  
Composition 11  
Literary Studies 11  
New Media 11  
English 12 First Peoples  
Literary Studies 12  
Creative Writing 12  
**SOCIAL STUDIES**  
Social Studies 10  
Explorations In Social Studies 11: World Topics  
20<sup>th</sup> Century World History 12  
Law Studies 12  
Political Studies 12  
BC First Peoples 12  
Contemporary Indigenous Studies 12  
Genocide Studies 12  
Philosophy 12  
Social Justice 12  
**MATHEMATICS**  
Workplace Math 10-11  
Foundations and Pre-Calculus Math 10  
Foundations Math 11 - 12  
Pre-Calculus 11 - 12  
Calculus 12  
**SCIENCE**  
Science 10  
Science for Citizens 11  
Life Sciences (Biology) 11  
Earth Science 11  
Chemistry 11 and 12  
Physics 11 and 12  
Anatomy and Physiology 12

### CAREER EDUCATION

Career Life Education 10  
Career Life Connections 12  
Work Experience 12A & 12B

### PHYSICAL & HEALTH EDUCATION

PHE 10  
PHE: Fitness & Conditioning 10  
PHE: Basketball Focus 10  
PHE: Active Living 11 - 12  
PHE: Fitness and Conditioning 11 - 12  
PHE: Basketball 11 - 12

### SPORT ACADEMIES

### FRENCH IMMERSION PROGRAM

### FRANCOPHONE PROGRAM

### LANGUAGES

Core French 10 - 12  
Hul'q'umi'num 10  
Spanish 10 - 12  
Beginner Spanish 11

### BUSINESS EDUCATION

Marketing and Promotion 11  
Entrepreneurship 12  
Tourism 11 - 12

### INFORMATION TECHNOLOGY

Media Design: Information Technology 10 – 12  
Graphic Production: Yearbook 10 - 12  
Wed Development 10  
Computer Studies 10 - 12

### TECHNOLOGY EDUCATION

Woodworking 10  
Woodwork: Cabinetmaking and Joinery 11  
Woodwork: Furniture and Cabinetry 12  
Marketing and Promotion 11  
Automotive Technology 10 - 12  
Metalwork 10 - 12  
Drafting 10 - 12  
Robotics 10 - 12

### HOME ECONOMICS

Textiles 10-12  
Child Development and Caregiving 12

Food Studies 10-12

Culinary Arts 10-12

### VISUAL ARTS

Art Studio 10 - 12  
Studio Art 3D 11 - 12  
Studio Arts 2D 11 - 12  
Graphic Arts 11 - 12  
Studio Art 3D: Pottery 10 - 12  
Photography & Film Production 10  
Photography 11 - 12

### MEDIA ARTS

Media Arts: Music & Podcast Production 11 -12  
Film Studies & Production 11 - 12  
Film Studies & Production 11 Advanced 11 - 12

### DANCE

Dance Performance 10-12  
Dance Choreography 10-12

### DRAMA

Drama 10  
Musical Theatre Production 10-12  
Acting for the Stage 11 - 12  
Directing & Scriptwriting for the Stage 11 - 12

Musical Theatre Acting 11 - 12

### MUSIC

Concert Band 10 - 12  
Jazz Band 10 - 12  
Musicianship/Music Industry 10 - 12  
Piano/Guitar/Bass 10 - 12  
Strings Ensemble 10 - 12  
Vocal Technique 10 - 12  
Spirit of the Drum/Drumline/Percussion 10 - 12

### SPECIALTY COURSES

West Coast Wilderness Studies 10-12  
Leadership 10-12  
Athletic Leadership 10 - 12  
Peer Tutoring 10-12  
Psychology 12

# Graduation Planning Sheet

## English Program

<b>Grade 10 Requirements</b>	<b>Credits</b>	
English 10 (two English Courses that are two credits each)	4	Total Credits  (Min. 24)
Social Studies 10	4	
Science 10	4	
Math 10	4	
PHE 10	4	
Career Life Education 10	4	
_____10	4	
_____10	4	
<b>Grade 11 Requirements</b>	<b>Credits</b>	
English 11	4	Total Credits  (Min. 16)
Social Studies 11/12	4	
A Science 11	4	
A Math 11	4	
_____11/12		
_____11/12		
_____11/12		
_____11/12		
CLC 11 (Portfolio) - 2 credits – (can be taken in grade 11 or 12)		
<b>Grade 12 Requirements</b>	<b>Credits</b>	
English 12	4	Total Credits  (Min. 16)
_____12	4	
_____12	4	
_____12	4	
_____12	4	
_____12		
_____12		
_____12		
Capstone Projects – 2 credits – (can be taken in grade 11 or 12)		
<b>Graduation Requirements</b>		
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 Students

Grade 10 Requirements	Credits	
English 10	4	Total Credits  (Min. 24)
Sciences humaines 10	4	
Français langue seconde: immersion 10	4	
Sciences naturelles 10	4	
Mathématiques 10 (only available in English)	4	
PHE 10	4	
Career Life Education 10 _____10	4	
Grade 11 Requirements	Credits	
English 11	4	Total Credits  (Min. 16)
Communication orale	4	
Sciences naturelles 11 (only available in English)	4	
Mathématiques 11 (only available in English)	4	
_____11		
_____11		
_____11		
CLC 12 (can be taken in French or English - can be taken in grade 11 or 12)		
Grade 12 Requirements	Credits	
English 12	4	Total Credits  (Min. 16)
Français langue 12	4	
Géographie humaine 12 ou Histoire du XXe siècle 12 (in French) ou CLC 12 en français	4	
_____12	4	
_____12		
_____12		
_____12		
CLC 12 (can be taken in grade 11 or 12)		
Graduation Requirements		
<b>*Please view specific French Immersion graduation requirements on Pg. 29 for further details.</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		A total of 3 courses must be taken in French at the grade 11/12 level including Communication orale 11 and Français langue 12

## 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

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

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 is 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

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/scholarships/provincial-scholarships> 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, just under a million job opportunities are expected. Careers and Technical Center (CTC) programs allow students to learn more about “in demand” jobs, gain work-based training, and/or earn post-secondary training while attending high school. To learn more about our programs 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

**This program is open to grade 12 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: (Highlighted take place outside Nanaimo)**

*Administrative Assistant | Legal Secretary | Accounting Assistant | Aircraft Maintenance Technician | Automotive Service Technician | Automotive Collision Repair | Automotive Refinishing | Baker | Carpenter | Professional Cook Level 1 | Iron Worker | Machinist | Electrician | Hairdresser | Heavy Mechanical Trade Technician | Heavy Equipment Operator | Dental Assistant | Early Childhood Education and Care | Education Assistant and Community Support | Health Care Assistant | Plumbing | Horticulture | Information Technology & Applied Systems | Motorcycle/Marine Technician | Marine Service Technician | Refrigeration Air-Conditioning Mechanic | Welder*

Students are encouraged to consult with their school counselor or 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. Applications are accepted ongoing until the program(s) is full, but waitlist applications may be considered as an alternate. Some applicants must complete a VIU assessment prior to consideration for this program. See website for current program details.

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

The Trades Sampler Program(s), are offered at the VIU campus, from September-November and February-April, provides a hands-on experience in a variety of in-demand trade careers (i.e. welding, carpentry, electrical, motorcycle and marine technician, auto service technician, heavy mechanical trades, etc.) Applications are ongoing until the program is filled, however, waitlist applications may be considered if received after this date. This program includes your Careers Life Connection course as well as 4 weeks of work experience. You will receive several certificates such as Confined Space, Construction Safety, First Aid, Respirator Fit among others. A Student Transition Plan will be developed between the student and CTC program advisor; this plan will identify graduation requirements and the transition plan from high school to the workplace and/or post-secondary training. See our website for more details and deadlines. Depending on demand there are often all-female and Indigenous cohorts offered.

## 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 any courses that are prerequisites for the VIU course(s). Do not miss the opportunity to be awarded preregistration priority for almost all first-year courses. Upon successful completion to this program, you will be invited to preregister for your first year at VIU. 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**. More courses are available online, but many are still in person. The school district sponsors (pays) tuition, but students are responsible for all other costs such as the application fee, student fees, student activity fee, materials, textbooks, etc. It is important to discuss this option with a counselor, parent, VIU advisor and CTC advisor. See the website for more details and current deadlines.

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

*This program is open to youth ages 15 – 19 years.*

This program allows youth to get a head start for a career in the trades by earning ITA work based training hours, getting up to 16 high school course credits, and becoming eligible for a \$1000 Ministry of Education Award. High school course credits begin when the student is registered with the ITA with an approved ITA employer sponsor and the application package has been approved. The employer sponsor must provide WCB coverage for paid positions. These courses are completed outside of the regular school schedule, such as evenings, weekends, school breaks and summer. The student will earn 4 credits for completing 120 work hours and required pre-employment related assignments. The students can earn up to 4 courses or 16 credits. The \$1000 MofEd 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

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 options.

## FOUNDATIONS COURSES: ENGLISH

### **ENGLISH LANGUAGE DEVELOPMENT 10-12**

This course has been developed to support and encourage beginner level language learners and international students to read, write, listen to, and speak English. Students will be introduced to a wide variety of reading material that embraces cultural diversity as well as expand on their Canadian experience. This course provides a supportive function whereby vocabulary, as well as reading and writing abilities, receives substantial attention.

**ENGLISH LANGUAGE ARTS 10** is offered in several distinct bundled courses. All six of the language arts elements (reading, listening, viewing, writing, speaking, and representing) are connected and used in each course. Students will take one of the following course bundles to complete their graduation requirements:

- English First Peoples: Literary Studies/ Creative Writing
- English First Peoples: Literary Studies/ New Media
- English First Peoples: Literary Studies/ Spoken Language

### **ENGLISH FIRST PEOPLES: LITERARY STUDIES 10 (MEFLS10)**

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.

### **ENGLISH FIRST PEOPLES: WRITING 10 (MEFWR10)**

Designed to provide students with instruction and practice in writing for a variety of purposes and contexts. This section provides students with opportunities to become better writers through the exploration of personal and cultural identities, memories, stories, and connections to land/place. Within a supportive community, students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging compositions. This course is grounded in the exploration and application of writing processes, inviting students to express themselves as they experiment with, reflect on, extend, and refine their writing.

### **ENGLISH FIRST PEOPLES: NEW MEDIA 10 (MEFNM10)**

Designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. New Media 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.

### **ENGLISH FIRST PEOPLES: SPOKEN LANGUAGE (MEFSL10)**

Designed for students who are interested in developing their oral self-expression and communication in a variety of contexts. Within a supportive community, students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging oral texts for a variety of purposes. This area of choice will provide students with opportunities for in-class performance and public speaking.

**ENGLISH LANGUAGE ARTS 11** is offered with several focus areas. All six of the language arts elements (reading, listening, viewing, writing, speaking, and representing) are connected and used in each course with equal academic rigor. Students will take one of the following courses (**all can be used for post-secondary admissions**):

**ENGLISH FIRST PEOPLES: LITERARY STUDIES AND WRITING 11 (MEFLS11)**

Designed for students who are interested in continuing study of First Peoples literature by 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.

**CREATIVE WRITING 11 (MCTWR11)**

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)**

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)**

This course 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)**

This course is designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. New Media 11 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media.

### **ENGLISH FIRST PEOPLES 12 (MENFP12)**

Designed for all students and provides them with the opportunity to study the First Peoples' oral tradition and texts. In contrast to English 12, this course is based entirely on authentic First Peoples voices including written, oral, audio, visual, cinematic, and electronic media. It recognizes the value of First Peoples' world view, and the importance of culture in language and communication. Students are expected to demonstrate understanding of sophisticated texts of recognized literary merit and complete challenging assignments to rigorous academic standards.

### **SENIOR ENGLISH ELECTIVES**

In addition to the required English courses for graduation, it is strongly suggested that students who are considering post-secondary or enjoy the humanities also enroll in one or more of the following elective academic English courses.

#### **LITERARY STUDIES 12 (MLTST12)**

An elective designed for 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. Work in this course will bridge the gap between high school level English and the reading and writing expectations of college and university. Students will focus on college-style writing, including critical summaries, annotated bibliographies, analytical essays, and research papers. Strategies designed to improve higher-level reading skills will also be taught. Course focus and genres are designed with variety in mind.

#### **CREATIVE WRITING 12 (MCTWR12)**

An elective 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.



## SOCIAL STUDIES

*To graduate, you must complete Social Studies 10 and a Social Studies 11/12 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. All courses below are open to both grade 11 and 12 students.

### **EXPLORATIONS IN SOCIAL STUDIES 11: WORLD TOPICS (MEPSS-11)**

This course is designed as senior introduction to Grade 12 courses. It is aimed at giving students a course that will cover numerous components of Social Studies and allow for a better understanding of the topics that are available to them in Grade 12. Topics will include 20<sup>th</sup> Century World History, Geography, Social Justice, Political Studies, and Economics. Successful completion of Explorations 11 does count as your graduation requirement for Social Studies.

### **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.

### **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.

### **POLITICAL STUDIES: (MPLST12)**

This course looks at how the understanding of the making of political decisions is critical to being an informed and engaged decision, how political institutions and ideology shape the exercise of power and political outcomes, and how democratic decision making is influenced by political and social power. Topics include constitutions; indigenous forms of government; ideology; democracy, elections, and media; international cooperation (NATO, the United Nations, etc.); the nature of power; and political scandals. The course will draw on current events at the local, provincial, national, and international current levels.

**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.

**CONTEMPORARY INDIGENOUS STUDIES 12 (MINST-12)**

Using Indigenous ways of knowing and being, this course will explore various contemporary issues facing Indigenous communities in Canada as well as the importance of the interconnection of family, relationships, language, culture and the land. By exploring the issues that face Indigenous peoples today, we will unpack the history behind how these problems came to be, the resilience and survival of Indigenous people in the face of colonialism, and the various solutions that are moving us forward towards reconciliation.

**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.

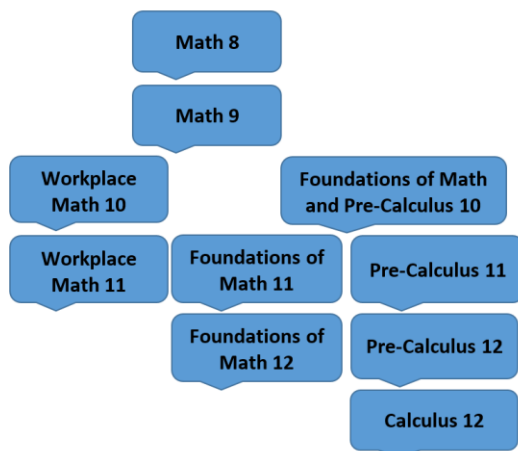
**PHILOSOPHY 12 (MPHIL12)**

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.

**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 grade of Proficient 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 pathway 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 to pursue 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)**

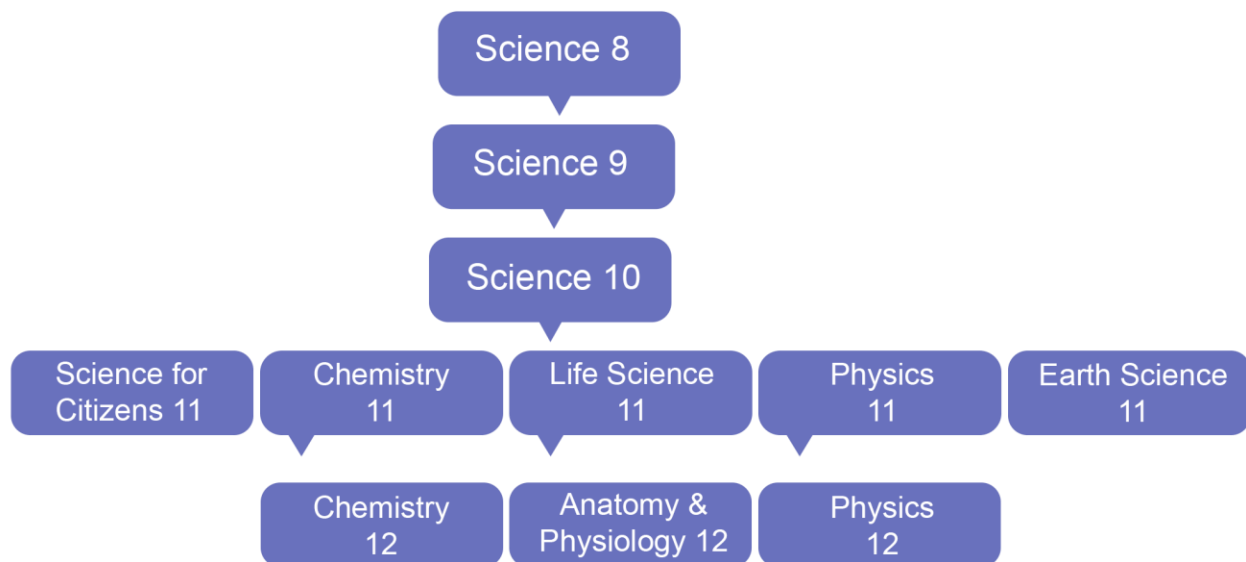
Description: This course is designed to give students an introduction to first year calculus at the university level. It is highly recommended for students who plan to take a science, engineering or commerce degree at a college or university.

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 the 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.

### **SCIENCE FOR CITIZENS 11 (MSCCT-11)**

Science for Citizens 11 provides students with credit for a Science 11 course. The focus of the course is on real world, practical applications of science. Topics include:

- Personal and public health practices
- Impact of technologies
- Personal and workplace safety and awareness
- Human impact on Earth's systems and natural hazards and responses
- Actions and decisions affecting the local and global environment

This course is recommended for students who are interested in a science credit with less emphasis in mathematics.

### **LIFE SCIENCES 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.***

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

Earth Science 11 is an introductory course involving aspects of geology, astronomy, and how humans interact with the processes and resources of the Earth. Topics are related to the understanding of the workings of the Earth and the interactions of the process which shape its surface and sub-surface. Emphasis is on daily class work and lab activities as well as regular project work.

***Prerequisite: a final grade of 67% or higher in Science 10 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.***

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

Physics 11 is an introductory course that focuses on the principles and theories of physics. Topics include the basics of motion, forces, momentum, energy, power, waves, light, and electricity. Using labs and investigations students develop an understanding of the world around them and how it can be observed.

***Prerequisites: 67% or higher in Science 10 AND 67% or higher in Foundations/Pre-calc Math 10 (or 80% in Workplace Math 10 is recommended).***

### **ANATOMY AND PHYSIOLOGY 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 classical mechanics and electromagnetism in multiple dimensions using vectors and fields to solve practical real-world situations. Physics 12 builds on concepts learnt in physics 11 and includes: kinematics, statics/dynamics, rotational equilibrium, work/power, momentum/impulse, circular motion, gravitation, electrostatics/dynamics, magnetism and special relativity. Further refinement of observation skills and error analysis is part of the course. *Prerequisite: 73% or higher in Physics 11 AND 73% or higher in Foundations or Pre-Calc Math 11 is recommended.*



## CAREER EDUCATION

### **CAREER LIFE EDUCATION 10 (MCLE-10)**

A person's career is considered their "journey" through life, and the Career Life Education curriculum offers students the opportunity to pursue this journey in personally meaningful and goal-oriented ways. Career-life development is the ongoing process of self-discovery, growth in competence, and learning from experiences in educational, work-related, and personal life contexts. Career Life Education is delivered in the regular course schedule with an enrolling teacher.

### **CAREER LIFE CONNECTIONS 12 (MCLC-12)**

THIS COURSE CAN BE TAKEN DURING THE SECOND SEMESTER OF GRADE 11 OR FIRST SEMESTER OF GRADE 12. IT IS AN 4 CREDIT COURSE AND A GRADUATION REQUIREMENT.

Career Life Connections (CLC) is designed to assist students in reflecting on where their personal interests and strengths overlap with emerging career-life opportunities in the world. Teachers support students in personalized experiential learning and a major capstone project.

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

The capstone includes, but is not limited to three components:

1. Self Assessment and Preparation – students reflect on experiences in school and out of school, assess development in the Core Competencies, and share highlights of their learning journey and next steps
2. Process and the Project "The Capstone" – students design, assemble, and share a capstone project. This a major work that reflects the students' self-assessment and learning journey.
3. Capstone Presentation- Students will showcase their Capstone with a relevant audience. Opportunities to share can be informed by the nature of the project, for example demonstrating something you made, reflecting on an event that your organized or presenting findings from your research.

Students with limited space in their timetable are encouraged to connect with their counsellors.

### **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 workplace. 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).

## 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: FITNESS AND CONDITIONING 10 (MPHED10FTS)**

The aim of Physical and Health Education 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. This fitness focused class is designed to provide each student with the knowledge needed to understand the importance of strength and fitness training. 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

This specialty course will also 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.

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

Basketball-focused physical education 10 will challenge you to be a better athlete and player. Students will get individual skill development and drills, while also incorporating a variety of movement games and activity. 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

**PHYSICAL AND HEALTH EDUCATION: ACTIVE LIVING 11 & 12 (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.

**PHYSICAL AND HEALTH EDUCATION: 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.

**PHYSICAL AND HEALTH EDUCATION: BASKETBALL 11 & 12 (MACLV11B-S) & (MACLV12B-S)**

Senior basketball-focused physical education course is for those that love the game of basketball. The course will be a continuation of the previous courses, including individual skill development (more advanced), but also incorporate team concepts/drills. We will mix in non-basketball movement activities as well. This course is more competitive in nature and will involve intense sport-specific training.



## SPORTS ACADEMIES

**NLPS Beach Volleyball Academy, NLPS Soccer Academy, NLPS Hockey Academy, NLPS Lacrosse Academy.**

### **Sports Academy Courses**

Academies are distinct from other NDSS programming and spaces are allocated by lottery system at the District level: <https://www.sd68.bc.ca/programs/secondary-academies/>

### **Returning Academy Students**

Currently enrolled Academy students must re-commit to their program by March 1, 2024 if they wish to continue in that sport next school year. Two items must be completed to re-secure a spot, full payment of the 2024/2025 Academy Fees must be paid by March 1, 2024 in addition to completing the 'intent to return form' which can be found on the NDSS website. Payments are made through the on-line cashless system and completed forms emailed to: [academiesndss@sd68.bc.ca](mailto:academiesndss@sd68.bc.ca)

### **Prospective Academy Students**

By March 1<sup>st</sup>, 2024, any students interested in applying to an NDSS Sports Academy for the 2023/2024 school year can follow the process outlined on the district website:

<https://www.sd68.bc.ca/programs/secondary-academies/>

## **FOUNDATION COURSES FRENCH IMMERSION PROGRAM**

### **Required courses for French Immersion Graduation:**

#### **Grade 10**

- Français langue seconde (Immersion) 10
- Sciences humaines 10
- Sciences naturelles 10

#### **Grade 11/12**

- Communication orale 11
- Français langue seconde – immersion 12
- Choose **one** of these three options:
  - Géographie humaine 12
  - Histoire du 20<sup>e</sup> siècle 12
  - Education au choix de carrière et de vie 12 (CLC 12 en Français)- graduation requirement in either French or English

### **FRANÇAIS LANGUE SECONDE: IMMERSION 10 (FFRAL10)**

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.

### **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.

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

Ce cours 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'emphase 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.

### **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.

### **ÉDUCATION AU CHOIX DE CARRIÈRE ET DE VIE 12 (FCLC 12 en Français)**

Le projet Capstone est une opportunité d'apprentissage permettant aux étudiants de réfléchir et de partager de manière personnellement significative. Le but du projet Capstone est que les étudiants démontrent les connaissances, les compétences et la ou les passions qu'ils peuvent offrir au monde, en intégrant leurs intérêts et leurs forces personnels avec les possibilités futures préférées. Il s'agit d'une représentation du parcours d'apprentissage de l'élève et offre l'occasion de réfléchir et de synthétiser ainsi

que de présenter et de célébrer.

La projet Capstone comprend, sans s'y limiter, trois éléments :

1. Auto-évaluation et préparation : les élèves réfléchissent à leurs expériences à l'école et en dehors de l'école, évaluent le développement des compétences de base et partagent les points saillants de leur parcours d'apprentissage et les prochaines étapes.
2. Processus et projet « Capstone » : les élèves conçoivent, assemblent et partagent un projet de synthèse. Il s'agit d'un travail majeur qui reflète l'auto-évaluation et le parcours d'apprentissage des étudiants.
3. Présentation Capstone - Les étudiants présenteront leur Capstone à un public pertinent. Les opportunités de partage peuvent être influencées par la nature du projet, par exemple démontrer quelque chose que vous avez réalisé, réfléchir à un événement que vous avez organisé ou présenter les résultats de vos recherches.





Conseil scolaire  
francophone de la  
Colombie-Britannique

## PROGRAMME FRANCOPHONE 10<sup>e</sup> à 12<sup>e</sup>

Le programme francophone vise les élèves ayant droit qui répondent aux [conditions d'admission du CSF](#). 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 programme francophone aide l'étudiant à mieux connaître la diversité de la Francophonie, à se positionner 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, de sciences humaines et d'éducation à la carrière. Ils sont intégrés avec les étudiants d'immersion pour les cours de mathématiques et de sciences naturelles. Les élèves de la 8<sup>e</sup> année à la 12<sup>e</sup> année ont la possibilité de suivre des cours en ligne avec l'école virtuelle du CSF. Ces cours sont offerts en français et permettent d'accumuler des crédits pour l'obtention du diplôme.

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

Grandes Idées :

- Les conflits mondiaux et régionaux constituent autant de forces puissantes qui ont façonné le monde et les identités d'aujourd'hui.
- Les facteurs économiques, sociaux, idéologiques et géographiques influent sur le développement des institutions politiques.
- Les visions du monde donnent lieu à différentes perspectives et idées sur l'évolution de la société canadienne.
- Les injustices historiques et contemporaines remettent en question le discours dominant et l'identité du Canada en tant que société multiculturelle et ouverte à tous.

### SCIENCES HUMAINES 11-exploration en sciences humaines et sociales 11 (FEPSS11-PS)

- Le programme d'exploration en sciences humaines et sociales de 11<sup>e</sup> année est conçu de manière à offrir une certaine souplesse tout en répondant aux normes rigoureuses des programmes d'études. L'enseignante élabore un cours adapté aux champs d'intérêts de ses élèves, à ses points forts et aux cours offerts dans son école en combinant des grandes idées et du contenu et en leur annexant des approfondissements liés aux compétences disciplinaires.

## **FRANÇAIS LANGUE PREMIÈRE 10 – Études littéraires et artistiques + Expression orale (FLAEO10-PS)**

Grades idées :

- La réflexion et les échanges sur un texte enrichissent la compréhension de soi, de l'autre, d'une époque et du monde.
- La précision langagière aide à développer la pensée critique et la pensée créative.
- La compréhension de la forme d'un texte permet d'en apprécier son esthétique et son sens.
- L'œuvre littéraire et artistique reflète la culture et l'histoire francophone mondiale à travers la perception de son auteur.
- Un texte est nécessairement lié au temps et à l'espace.
- L'art de la persuasion passe par le pouvoir de la voix.

## **FRANÇAIS LANGUE PREMIÈRE 11 – Études littéraires et artistiques + Nouveaux médias (FELNM11-PS)**

Grades idées :

- La langue est un moyen d'exploration de soi, de l'autre et du monde, ainsi qu'un outil de production de sens profond.
- La précision langagière aide à développer la pensée critique et la pensée créative.
- La compréhension de la forme d'un texte permet d'en apprécier son esthétique et son sens.
- L'œuvre littéraire et artistique reflète la culture et l'histoire de la francophonie à travers la perception de son auteur.
- Un texte est nécessairement lié au temps et à l'espace de sa création et de sa réception.
- La citoyenneté numérique implique une prise de conscience de l'impact des nouveaux médias sur soi, sur l'autre et sur le monde.

## **FRANÇAIS LANGUE PREMIÈRE 12 – Français langue et culture 12 (FFCT-12-PS)**

Grades idées :

- La langue est un moyen d'exploration de soi, de l'autre et du monde, ainsi qu'un outil de production de sens profond.
- Les formes linguistiques ont des significations multiples qui sont activement co-construites.
- Un texte se conçoit en lien ou en rupture avec des conventions déjà établies.
- L'œuvre littéraire et artistique reflète la culture et l'histoire de la francophonie à travers la perception de son auteur.
- L'éloquence passe par le pouvoir et le mode de présentation de la voix.

## Éducation au choix de carrière et de Vie 10 – (FCLE-10-S)

Grades idées :

- Le développement de la carrière et de la vie est effectué dans le cadre d'un cycle répété d'exploration, de planification, de réflexion, d'adaptation et de prise de décisions.
- Les décisions de carrière et de vie sont influencées par des facteurs internes et externes, notamment par les tendances locales et mondiales, et peuvent aussi influencer ces facteurs.
- L'établissement d'un réseau social et de relations réciproques peut faciliter la prise de conscience et générer de nouvelles possibilités en matière de carrière et de vie et en élargir la portée.
- Le sentiment d'avoir un but dans la vie et l'équilibre travail-vie contribuent au bien-être.
- L'apprentissage continu et la participation citoyenne active font naître des possibilités de carrière et de vie pour les gens et dans les collectivités.

## Arts visuels en atelier 10<sup>e</sup> **NEW-CODE**

Grandes idées :

- Le but d'un artiste est de transformer des matériaux en œuvre artistique.
- L'expérience esthétique permet de communiquer des traditions, des perspectives, des visions du monde et des récits.
- Évoluer en tant qu'artiste demande du temps, de la patience et de la réflexion.
- Les créations d'arts visuels reposent sur l'interaction entre l'esprit et le corps.
- Les arts visuels offrent des manières uniques d'explorer l'identité et le sentiment d'appartenance.

## 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.

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

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

### **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.

### **TOURISM 11/12 (MTRM11/ MTRM12)**

Tourism is one of the largest and fastest-growing sectors of our local economy, as well as a driver for development around the world. In this course, students will learn about what makes local and global destinations attractive, how to design successful tourism offerings, and factors that influence tourism products and services. Students will also gain knowledge and skills for employment in the tourism industry.

## INFORMATION TECHNOLOGY

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

This course aims to provide students with basic knowledge in specific areas of Media Design which include Photoshop, Premiere Pro (Video Editing / Filming) and Audio Design. Students will be provided with an opportunity to explore their Media passions further through a final project which has the potential to explore programs such as Blendr and Unity. Students will be prepared to focus and dive deeper into topics that interest them in Grades 11 and 12.

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

This course aims to provide students with more advanced knowledge from the foundations of Media Design 10. Topics such as Augmented and Virtual Reality will be explored, including introduction to 3D development through Blendr. Students will also have the ability to work on digital media projects that are of great interest to them in a final passion project.

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

This course provides students with the opportunity to work on a Major Project that would span the course of the semester. Using previously learned media design skills, students will develop, create and complete a project in an area of their choice. Students will need to adhere to project goals and deadlines. Project outcomes may include a portfolio of work for post-secondary applications.

### **GRAPHIC PRODUCTION: YEARBOOK 10-12 (MCSTU10), (MGRPR11) & (MGRPR12)**

This course is available for students grades 10-12. Graphic Production (Desktop Publishing) is a course designed around the construction and creative process of building the NDSS Yearbook. Students will engage in a period of creative design and collaboration to determine theme and continuity of design. Students will learn how to effectively and efficiently use digital media design tools such as Photoshop, as well as learn design theories such as principles of design, typography and other design elements. Additionally, students will learn effective time management, organization and communication to complete projects and assignments in a timely manner. Course materials and work can be included into post-secondary art-portfolio submissions for university applications.

### **WEB DEVELOPMENT GRADE 10 (MWBDV-10)**

Web Development is an introduction to web page design in HTML, CSS (Cascading Style Sheets), and JavaScript. Students start from the ground up and master HTML hyperlinks, graphics, image maps, multimedia, and forms. Create spectacular websites using CSS and JavaScript. Career options in Web Development include Front-end developer (Web Design), Full-stack engineer (does it all), Back-end developer (just programming thanks), Software engineer and Senior web developer. Do you have an idea for a new app? Student-driven and time providing, there are opportunities to learn about the exciting field of App Development to round out the semester.

### **COMPUTER STUDIES GRADE 10 (MCSTU-10)**

Computer Studies is a broad course that introduces students to programming concepts (in at least one of Python, C# or Java), simple 2D games, computer hardware, operating systems, networking, and digital literacy. During the second term, students will work on a project of their choice in one of the subjects introduced in the course, giving them the opportunity to advance their skills in their chosen area. Projects could include game design, web design, or create your own OS(operating system).

**COMPUTER PROGRAMING GRADE 11 (MCMPR-11)**

Computer programming 11 picks up where students left off in Computer Studies 10 programming. The course provides students with programming skills in Python and C# languages. Students will advance their skills in C# through the creation of 3D games using Unity, an industry-leading interface, as their development platform. Depending on student involvement throughout the semester, there is an opportunity to work on a self-directed programming project to round out the semester.

**COMPUTER PROGRAMMING GRADE 12 (MCMPR-12)**

Computer Programming 12 continues where Computer Programming 11 left off, with more advanced 3D game programming, including third-person controller games and advanced user interfaces. During the second term, students will work on a programming project of their choice, giving them the opportunity to advance their skills in a language of their choice such as Java, C++, HTML & CSS, JavaScript, Perl or SQL or create an Indie game using Unity assets and prototyping tools. Career options related to programming include Computer Science, Engineering, Web Development, App Development, Game Design, Science and Data Scientist fields.



## 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)**

This course introduces the student to the automobile by studying various components such as the basics of automotive engines, tires, and brakes and related theories of operation. Lab procedures involve the use of hand tools and servicing of the automobile. Auto Body repair and refinishing will be explored. For the hands-on part of the course Students will work in the shop diagnosing and repairing automotive service problems. Shop hours are tracked and used as if in a real mechanics shop as an apprentice.

*A student successfully completing this course will be adequately prepared to maintain their own vehicle.*

Power tech 9 is recommended but not required for Automotive 10.

### **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 course is meant to challenge and provide a broad spectrum of metalworking processes. Students will further their abilities in metal by creating more complex projects and exploring new techniques, processes and tools. Higher-level plan reading, layout skills, and measurement techniques including micrometers will be taught. Machining, welding, sheet metal, jewellery spin casting, and forging may be explored. Various metalworking trades will be discussed and introduced. The instructor reserves the right to adjust subject matter taught based on student's previous metalwork experience. Metalwork 10 meets the Applied Skills requirements for graduation.

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

Metalwork 11 is a higher-level metalwork course focusing on advanced welding and machining technique to a greater degree of precision. Metrology and layout skills will be explored. Welding focuses on MIG, Arc, Flux-core, TIG, Oxy-Acetylene, and hard soldering techniques. Machining focuses on advanced lathe and milling machine techniques working to a high precision with threads, fits, and surface finishes. Other areas that may be taught include advanced forging and jewellery techniques. The instructor reserves the right to adjust subject matter taught based on student's previous metalwork experience. This course meets the Applied Skill requirement for graduation. Recommended 67% or higher in Metalwork 10.

### **METALWORK 12 (MTMET12)**

Metalwork 12 builds upon previous metalwork experience learnt in metalwork 11 and allows a student to explore metalwork techniques and the use of metal working machines of their choice. Areas of study may include: jewellery making, creative metal, metal sculpture, fabrication, forging, machining, welding, and foundry. Students must build a minimum of two projects: the first project is for the betterment of the metal shop or another classroom in the school, the second and any subsequent projects are of the students own design or choice. Designs and projects will need to be drawn up and metal pricing calculated. This course meets the Applied Skill requirement for graduation. Recommended 73% or higher in Metalwork 11.

### **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 10-12 (MTEAR10), (MTROB11) & (MTROB12)**

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.

## HOME ECONOMICS

**Textiles, Child Development and Caregiving, 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.

### **CHILD DEVELOPMENT AND CAREGIVING (Family Studies) 12 (MCDAC12)**

This course will focus on child development from conception to adolescence. Students will learn about pregnancy, including health practices for conception and during pregnancy, prenatal development, and methods of childbirth and delivery. Exploration in theories of child development, including cultural influences, and how and why theories change over time. Students will explore stages of child development from birth to age 12, including cognitive, social, physical, and emotional development, and language and speech. There will be many hands-on experiences with children in the community to help gain insight into their lives. Computerized babies will also be available to bring learning to life.

**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-1A/1C) & (MCUL-2A/2C) A = Beginner Students/C = Advanced**

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.

## VISUAL ARTS 10 - 12

### **ART STUDIO 10 (MVAC-10)**

Art Studio 10 provides students with a foundation in art media, techniques, and methods in a range of art forms through exploration in drawing, painting, printmaking, and graphics. The main focus of this course is to explore, build, and expand their skills and knowledge necessary to be expressive, creative, and authentic in their art making. Studio artwork includes a variety of class activities and individualized projects giving many opportunities to express meaning, intent, and emotion through visual art creations. No previous art experience is required.

### **ART STUDIO 11-12 (MVA11), (MVA12)**

Art Studio is a course that studies artistic possibilities using a range of materials, processes, and techniques to convey ideas. Students will engage in creating art pieces and resolving creative challenges while exploring a variety of media and techniques. Art Studio includes a variety of class activities, individualized projects, and group collaborations to develop and expand personal awareness, expression and creativity. Art Studio 11 is an introductory course and Art Studio 12 is an advanced course. No previous visual art experience is required.

### **STUDIO ARTS 3D 11-12 (MVAC-11), (MVAC-12)**

Studio Arts 3D is a course that studies sculpture and design as a means of creative expression and communication. Students are provided with a foundation in 3D media, techniques and methods that utilize a variety of materials, processes, and innovations to explore and expand on the element of form. Studio artwork includes a variety of class activities, individualized projects, and group collaborations to develop and expand personal awareness, expression and creativity. Studio Arts 3D 11 is an introductory course and Studio Arts 3D 12 is an advanced course. No previous visual art experience is required.

### **STUDIO ARTS 2D 11-12 – DRAWING AND PAINTING (MVAD-11), (MVAD-12)**

Studio Arts 2D is a course that studies drawing and painting as a means of expressing thoughts and emotions through 2D creations. Students will explore the reciprocal relationships between 2D artistic works, culture, and society by focusing on developing their drawing and painting skills and techniques with a variety of media. Studio Arts 2D includes a variety of class activities, individualized projects, and group collaborations to develop and expand personal awareness, expression and creativity. Studio Arts 2D 11 is an introductory course and Studio Arts 2D 12 is an advanced course. No previous visual art experience is required.

### **GRAPHIC ARTS 11-12 (MVAGA11), (MVAGA12)**

Graphic Arts is a course that studies graphic design and printmaking as a means to visually communicate ideas and messaging. Students will explore image development strategies that will reflect the interconnectedness of the individual, community, history, and society. Graphic Arts includes a variety of class activities, individualized projects, and group collaborations to develop and expand personal awareness, expression and creativity. Graphic Arts 11 is an introductory course and Graphic Arts 12 is an advanced course. No previous visual art experience is required.

### **STUDIO ARTS 3D: POTTERY 10 (MVAC-10POS)**

Students will demonstrate skills in all the basic hand-building techniques including pinch, coil, slab, extruder, tile and sculptural. Wheel work will be explored. Students will solve challenging problems in ceramics using a variety of methods.

**STUDIO ARTS 3D: POTTERY 11 (MVAC-11POS)**

This is an intermediate course where students will select and apply ceramics media, techniques, technology and processes to individual ceramic pieces. Students will be able to select and develop an area of concentration within ceramics to be used as a means of self-expression.

**STUDIO ARTS 3D: POTTERY 12 (MVAC-12POS)**

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 refine technical skills with an emphasis on aesthetics, quality of form, and artisanship. Students will continue to develop an area of focus in forming projects in clay.

**PHOTOGRAPHY & FILM PRODUCTION 10 (MVAPH10)**

Students will be introduced to Photography and Film Production and will have opportunities to explore and create in both of these focus areas. This is a fun and challenging course with local field trips and hands-on project.

**PHOTOGRAPHY 11 (MVAPH11)**

Students will be introduced to the photographic cycle of planning and capturing images, as well as how to use Adobe Lightroom and Photoshop. We will learn about the exposure triangle, the elements of design, and a variety of photographic genres. This course will give you the skills to use a digital camera with confidence to create compelling and engaging works of art. This is a fun and challenging course with local field trips and hands-on project.

**PHOTOGRAPHY 12 (MVAPH12)**

Students will be introduced to the photographic cycle of planning and capturing images, as well as how to use Adobe Lightroom and Photoshop. We will learn about the exposure triangle, the elements of design, and a variety of photographic genres. This course will give you the skills to use a digital camera with confidence to create compelling and engaging works of art. This is a fun and challenging course with local field trips and hands-on projects.

## MEDIA ARTS 10 - 12

### **MEDIA ARTS: MUSIC AND PODCAST PRODUCTION 11 (MVAM11-SRS)**

This course is designed to develop skills in and understanding of sound and recording processes. Students will study music, podcasts, and other audio mediums, and will analyze the impact of these on society and culture. Students will produce their own music and media projects. This course is a fun and challenging option for students who are interested in or passionate about producing their own music, podcasts, or other audio media.

### **MEDIA ARTS: MUSIC AND PODCAST PRODUCTION 12 (MVAM12-SRS)**

This course is designed to develop skills in and understanding of sound and recording processes. Students will study music, podcasts, and other audio mediums, and will analyze the impact of these on society and culture. Students will demonstrate their knowledge and understanding by producing their own music and media projects. This course is a fun and challenging option for students who are interested in or passionate about producing their own music, podcasts, or other audio media.

### **FILM STUDIES AND PRODUCTION 11(media arts) (MDFT-11)**

This semester 1 course is for students interested in learning more about films and the filmmaking process. Students will watch and analyze films, and create their own short films. This is a fun, collaborative, and challenging course, perfect for fans of film and for those interested in learning about careers in the film and tv industry. (semester 1 course).

### **FILM STUDIES AND PRODUCTION 11 ADVANCED (media arts) (MDFT-11)**

This semester 2 course is designed for students who have enrolled in Film Studies & Production 11 for semester 1 and want to continue building their skills in this area. Students will be able to create their own short films and dive deeper into the production team roles that interest them most. (semester 2 course).

### **FILM STUDIES AND PRODUCTION 12 (media arts) (MDFT-12)**

This semester 1 course is for students interested in learning more about films and the filmmaking process. Students will watch and analyze films and create their own short films. This is a fun, collaborative, and challenging course, perfect for fans of film and for those interested in learning about careers in the film and tv industry. (semester 1 course)

### **FILM STUDIES AND PRODUCTION 12 ADVANCED (media arts) (MDFT-12)**

This semester 2 course is designed for students who have enrolled in Film Studies & Production 12 for semester 1 and want to continue building their skills in this area. Students will be able to create their own short films and dive deeper into the production team roles that interest them most. (semester 2 course).



## DANCE 10-12

The NDSS Dance program has a place for all dancers of every skill level and experience. It is possible to take dance all year but requires students to sign up for both Technique/Performance and Choreography regardless of whether or not they want to teach their peers.

### **DANCE 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.

### **DANCE CHOREOGRAPHY 10 (MDNC10)**

In addition to the topics covered in Dance Performance, students will learn choreographic forms/structures, and compositional skills.

### **DANCE 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.

### **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.

### **DANCE 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.

### **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.

## DRAMA 10-12

### **DRAMA 10 (MDRM-10)**

Drama offers students opportunities to develop their dramatic skills to gain deeper understanding of themselves and others.

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

Students will be given opportunities to develop the skills required to design and build elements related to the production (lighting, sound, set, costumes, props, etc) of a full length. The main focus will be on the musical production's readiness for public performances and students will be expected to participate in some rehearsals and performances outside of class time.

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

Students will be given opportunities to develop their singing, dancing and acting skills while performing in a full length musical. The main focus will be on the musical production's readiness for public performances and student will be expected to participate in some rehearsals and performances outside of class time.

### **DRAMA- ACTING FOR THE STAGE 11(MDRM-11)**

This course will allow students to develop even more diverse dramatic skills while examining the process involved in producing theatre.

### **DRAMA: DIRECTING AND SCRIPTWRITING FOR THE STAGE 11 (MDRDS11)**

The emphasis of this course is on understanding how writers and directors create theatre by learning the essentials of playwrighting technique and directing for the stage.

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

Students will be given opportunities to develop their singing, dancing and acting skills while performing in a full length musical. The main focus will be on the musical production's readiness for public performances and students will be expected to participate in rehearsals and performances outside of class time.

### **MUSICAL THEATRE PRODUCTION 11 (MDRTP-11)**

Students will be given opportunities to develop the skills required to design and build elements related to the production (lighting, sound, set, costumes, props, etc) of a full length musical. The main focus will be on the musical production's readiness for public performances and students will be expected to participate in some rehearsals and performances outside of class time.

### **DRAMA- ACTING FOR THE STAGE 12 (MDRM-12)**

This course requires students to refine their skills in a variety of dramatic forms while creating a production ready to share with an audience.

### **DRAMA: DIRECTING AND SCRIPTWRITING FOR THE STAGE 12 (MDRDS12)**

The emphasis of this course is on understanding how writers and directors create theatre by learning the essentials of playwrighting technique and directing for the stage.

**MUSICAL THEATRE ACTING 12 (MMUTH-12)**

Students will be given opportunities to refine their singing, dancing and acting skills while performing in a full length musical. The main focus will be on the musical production's readiness for public performances and students will be expected to participate in rehearsals and performances outside of class time.

**MUSICAL THEATRE PRODUCTION 12 (MDRTP-12)**

Students will be given opportunities to refine their skills required to design and build elements related to the production (lighting, sound, set, costumes, props, etc) of a full length musical. The main focus will be on the musical production's readiness for public performances and students will be expected to participate in some rehearsals and performances outside of class time.

## MUSIC 10 – 12

### **CONCERT BAND 10-12 (MMUCB10), (MIMUCB11) & (MIMUCB12)**

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. In the Second Semester, musicians may play in the musical theatre pit band as determined by the drama department.

### **JAZZ BAND 10-12 (MMUJB10-Y), (MIMJUB11) & (MIMJUB12)**

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 run two days a week, for one hour, outside of the regular timetable. Dates to be determined.

### **MUSICIANSHIP/MUSIC INDUSTRY 11-12 (MUCP 11) (MUCP 12)**

This class runs in conjunction with all 10-12 music classes or as an independent course to be arranged with the instructor. Students will work on music of interest including music composition, film score, music editing and recording as well as sound technician to assist the instructor and program with tours, festivals, trips and concerts.

### **PIANO/GUITAR/BASS 10-12 (MMUJB10-Y), (MIMUJB11) & (MIMUJB12)**

This class runs in conjunction Band or Jazz Ensemble or as an independent course to be arranged with the instructor. Students will work on music of interest as well as assigned music from the instructor. Piano students can be at the beginner level and work independently as well as with the instructor. Guitar and Electric Bass players must be able to learn to read music and work independently as well as with the instructor and ensembles.

### **STRINGS ENSEMBLE 10-12 (MUGT-10) (IMG-11)( IMG-12)**

Strings Ensemble 10-12 is a class that meets in Semester 1 or 2 with the Intermediate/Advanced band with potential practices outside of the timetable at lunch twice per week all year round to play with students taking strings (violin, viola, cello, bass) who study with private teachers/mentors. Students will play in small ensembles (trios, quartets, quintets) in like and mixed groups depending on experience. Pianists with Royal Conservatory (RCM) Grade/Level 8 welcome to accompany players.

*Please note that beginners cannot be accommodated at this time due to instructor experience.*

### **VOCAL TECHNIQUE 10-12 (MUVJ-10)(CMJV-11)( CMJV-12)**

Vocal Technique 10-12 is an independent and group class in conjunction with Band or Jazz Band 10-12 to prepare the voices through proper vocal technique with breathing, body and mind to overcome performance anxiety and how to read music. Vocalists will be offered opportunities to learn Classical, Pop, Jazz and Musical Theatre repertoire as a soloist or in an ensemble. Beginner to advanced students will be performing throughout the year with all age singers at festivals, concerts and performances. Pianists with Royal Conservatory (RCM) Grade/Level 8 welcome to accompany singers. Students may perform with other groups including Musical Theatre, Jazz and String Ensemble

### **SPIRIT OF THE DRUM/DRUMLINE/PERCUSSION 10-12 (MUCM 10)(MUCM 11)(MUCM 12)**

Percussion 10-12 focuses on the traditions of the drum being the heart beat and rhythm of the school community, specifically, calling to action the restoration of drumming with the modern twist of playing percussion instruments. This group and independent class will be interwoven into the regular music program with participants fashioning/designing their own unique drum and percussion equipment with the direction of local elders and knowledge keepers as well as professionals from the music industry.

## SPECIAL COURSES 10 – 12

### **WEST COAST WILDERNESS STUDIES 10 (YPR--OA)**

West Coast Wilderness Studies 10 is an elective course for students with interest in a variety of outdoor activities who are enthusiastic about spending time in the wilderness. Students will gain practical experience and environmental awareness along with the opportunity to participate in various field trips. This course focuses on safe decision making in the outdoors and learning new outdoor skills, featuring activities students choose as a class. Families should be prepared to pay a fee of up to \$200 for this course to cover certificates, non-consumable items and various out of class trips. (Note: this is NOT a Physical Education credit)

### **WEST COAST WILDERNESS STUDIES 11 (MODED11)**

West Coast Wilderness Studies 11 is a program designed to enhance the student's knowledge, skills, and understanding 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, including overnight camping. Families should be prepared to pay a fee of up to \$200 for this course to cover certificates, non-consumable items and various out of class trips. (Note: this is NOT a Physical Education credit)

### **WEST COAST WILDERNESS STUDIES 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 are also a large focal point to this grade 12 course. Students will have opportunities in this course to participate in a variety of field trips including overnight camping. Families should be prepared to pay a fee of up to \$200 for this course to cover certificates, non-consumable items and various out of class trips. (Note: this is NOT a Physical Education credit)

### **LEADERSHIP 10-12 (YCPA-0A), (YCPA-1a), (YCPA-2a)**

These classes enroll students in grades 10-12 and may be retaken at each grade level. Students will be given the opportunity to develop leadership skills through the acquisition of theory, using the Seven Sacred Teachings and the First Peoples Principles of Learning as a base. They will practice their leadership skills while cooperating on projects with other students in the classroom, such as planning school events and fundraisers. Emphasis will be placed on cultivating the attitudes of reflective and creative thinkers, self-directed responsible lifelong learners, collaborative contributors, caring family members, and responsible citizens. Students will learn about the benefits of service and will develop a personal philosophy of service. They will use their leadership skills to serve their extended community and mentor others in the spirit of service.

### **ATHLETIC LEADERSHIP 10-12 (YHRA-01--S), (YCPA-1AATS) & (YCPA-2AATS)**

This class enrolls students in grades 10-12 and may be retaken at each grade level. Students will work in cross grade teams to complete projects and will be involved in assisting the operation of sporting events for the athletic department. Students will have the opportunity to coach, score keep, referee, etc. to support the various athletic activities at NDSS. Students will develop lifelong skills in the areas of self-image, goal setting, time management, public speaking, school and community service, public relations, conflict resolution, and an understanding of various leadership styles. This will allow students the

opportunity to acquire evidence and documentation to add to their graduation portfolios as they achieve certification in a variety of practical skills, communication, minor officials, coaching, promotion and running tournaments.

**PEER TUTORING 10-12 (YIPS-0A), (YIPS-1A) & (YIPS-2A)**

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.) Note: For the 2023-24 school year NDSS will be offering a Peer Tutoring option in French Immersion. Students will have the option to register for Peer Tutoring in English and French.

**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.