



2023-2024
Sutherland Course Programming Guide



SUTHERLAND SECONDARY SCHOOL



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PRINCIPAL'S INTRODUCTION

This course booklet is designed to provide students and their parents with the information required to make informed decisions with respect to course programming for next year. Please review your choices carefully as it is critical to consider a student's learning pathways and program in order to best meet their future needs and plans.

Our hope is that this booklet will help facilitate meaningful conversations between students and parents/guardians to ensure the best decisions possible. Our goal is for a student to determine a program of study that is intellectually engaging and allows for entrance into a post-secondary pathway, while providing the student with a balanced and realistic course load.

At the junior grades, the course request process is built around the core, mandatory courses, with choices from a few elective options. These electives provide students the opportunity to experience a few courses that will be available to them to explore in greater depth in their senior grades. Starting in Grade 10, students need to start to consider several potential pathways through to graduation. Most notably, a decision will need to be made with respect to the appropriate mathematics pathway to follow. In Grades 11 and 12, most courses become elective options with a specific set of courses mandated by the Ministry of Education for students to receive a Dogwood Diploma. Students need to think carefully about their goals after graduation and plan accordingly: seeking the advice of a Grade Counsellor is extremely helpful. Moreover, opportunities to graduate with a Dogwood Diploma also exist through the school's careers and apprenticeship programs. Students following this pathway may earn a first year of credit at a post-secondary institution such as BCIT or a BC College.

Choice and flexibility are part of the Graduation Program. Parents and students may consider the option of taking a course through Online Learning (OL). If the student is prepared to work independently, be self-motivated, and have strong time management skills, this can provide flexibility. Senior students may request a study block if it will assist them in achieving their academic or extracurricular commitments. In our experience, students do best when they are actively engaged in a full-time program. In many cases, students struggle to remain engaged and attendance becomes an issue when enrolled in a less than full-time program. Study periods must be approved by the Grade Administrator after a student has consulted with parents and their Grade Counsellor.

Sutherland's timetable is developed based on student course requests. This means that we staff the school and create course sections based on the information we receive from students. This process allows us to create a schedule that suits the needs of most of our students, but it does not allow for any significant changes once the timetable is set. Please do not expect to be able to make a change to a schedule after the timetable is created in June. We are unable to guarantee that every course described in the booklet will be offered; course offerings are dependent on enrollment and a student may need to take an alternate course to meet their program requirements.

In closing, we hope each of our students has an excellent year and takes advantage of the many outstanding courses and programs offered at Sutherland!

Cary Hungle, Shannon Smart & Paul Ruben

The Sutherland Admin Team

WELCOME TO SUTHERLAND SECONDARY

Sutherland Secondary School has a tradition of high student achievement and is known to be a safe and friendly school community – we are proud to offer a comprehensive and diverse range of learning opportunities within a semester framework.

This guide is intended for **students and parents to collaboratively make decisions** about program requirements for successive years through to graduation. Decisions made now can have a significant impact on future education and career goals. Grade Counsellors meet with students in classes to provide general advice about Course Programming - they are also available upon request for individual questions. The best way to get in touch is through an MS Teams message!

Information for Programming

SCHOOL WEBSITE: [Sutherland School Website](#)

2022-2023 GRADE SUPPORT

Grade	Counsellor	Email	Admin Support
8	Marianne Macario	mmacario@sd44.ca	Paul Ruben
9	Marianne Macario	mmacario@sd44.ca	Shannon Smart
10	Bhashy Pather	bpather@sd44.ca	Paul Ruben
11	Khatija Dhanji	kdhanji@sd44.ca	Shannon Smart
12	Khatija Dhanji	kdhanji@sd44.ca	Cary Hungle
Choices	Bhashy Pather	bpather@sd44.ca	By Grade
International	Bhashy Pather	bpather@sd44.ca	Paul Ruben

Considerations for Programming

1. In-person evening events provide parents with additional information regarding both curricular and extra-curricular offerings for Grade 8-12. Exact details and plans will be communicated as they are set.

General Overview:

Date:	Event:	Location:
January 26th	NVSD44 Enhanced Program and Academies – Unfortunately no “Fair” this year – info coming to visit each Website as interested Academies - North Vancouver School District (sd44.ca)	Sutherland
Feb 9	Sutherland Parent Course Programming Meeting for current Grades 8 and 9	Sutherland
	Sutherland Parent Course Programming Meeting for current Grades 10 and 11	Sutherland
Feb 13-16	Counsellor visits to students for current grade 8-11 student course programming	Classes/Library
Feb 7, 2022	Parent Meeting for Current Grade 7s	Sutherland Cafeteria

2. Sutherland Counsellors will offer **course programming sessions** beginning mid-February 2022. During these sessions, students will learn about curricular requirements at each grade level and about courses offered to meet those requirements. Students should check post-Secondary entrance requirements and program specific requirements with their chosen institutions in advance of making their course requests.
3. Individual teachers are a valuable source of course information as is the Sutherland school website [Sutherland Secondary Homepage](#). Students and families can obtain Information relating to graduation requirements and entrance requirements to specific Post-Secondary Institutions from their websites.
4. Sutherland Counsellors will be available for **individual appointments** during **February** to assist students and families through the course request process.
5. **Completed course request sheets for current Grade 8s to 11s are due Friday, March 3rd, 2023**. We will do the best we can to fulfill all the requests made by students for courses; however, all classes offered are subject to sufficient enrollment and class size and composition limits.
6. **Completed course request sheets for current Grade 7s are due Monday, March 6th, 2023 to their Grade 7 teacher.**

Cont'd....

Information for Programming Cont'd.

7. **Applications for any Academy or Enhanced Programs** are dealt with independently from this Course Programming process.

Please visit [the Academy Webpage](#) on the North Vancouver School District Website under Programs and Services/ Academies for further details, information, and deadlines.

8. Grade 7 students who are **NOT** currently enrolled in a Sutherland Feeder School (Sutherland Family of Schools) and are hoping to attend Sutherland in 2023 should apply at NVSD Central Registration: 2121 Lonsdale Avenue. All students and parents are welcome to attend all the school programming events intended to orient new students to Sutherland.
9. **Priority Requests to register or transfer schools within the North Vancouver School District 44** for the 23/24 school year are due **Friday March 3th, 2023** to Central Registration which closes at 4pm. Please inform Sutherland of your intentions as well. Visit the North Vancouver School District Website for more information www.sd44.ca
10. **The first point of contact for programming is the student's Grade Counsellor.**

Course Request Forms are due by Friday, March 3rd, 2023

GRADE EIGHT PROGRAM

The **Grade Eight** full program usually consists of eight (8+) courses:

Core Courses	Elective Courses
1. English 8	6. French 8 (or Elective choice 3 in some circumstances)
2. Social Studies 8	7. Explorer 8 Elective Choice incl. Careers
3. Mathematics 8	8. Explorer 8 Elective Choice (or Band 8)
4. Science 8	9. Choir 8 (<i>Outside the timetable as X block</i>) Jazz Band 8 (<i>Outside the timetable as X block for students in Band 8</i>) LAC 8 (<i>Outside the timetable as X block</i>)
5. Physical & Health Education 8 (PHE 8) Or NVSD Sport Academy 8	

GRADE NINE PROGRAM

The **Grade Nine** full program consists of eight (8+) courses:

Core Courses	Elective Courses
1. English 9	6. French 9, Spanish 9 (<i>Usually a language</i>)
2. Social Studies 9	7. Elective Choice 1 (or Band 9)
3. Mathematics 9	8. Elective Choice 2
4. Science 9	9. Choir 9 (<i>Outside the timetable as X block</i>) Jazz Band 9 (<i>Outside the timetable as X block for students in Band 9</i>) LAC 9 (<i>Outside the timetable as X block</i>)
5. Physical & Health Education 9 (PHE 9) or NVSD Sport Academy 9	

GRADE TEN PROGRAM

The **Grade Ten** program consists of eight (8) courses including:

1. English 10 (<i>consists of two, 2-credit courses</i>)	5. Physical & Health Education 10 or a NVSD Sport Academy
2. Social Studies 10 or Explorer 10	6. Career Life Education 10
3. A Mathematics 10	7. Elective Choice (<i>Usually one is a Language</i>)
4. Science 10 or Science Coop	8. Elective Choice
9. Choir, Yearbook, Band 10, Jazz Band 10 (<i>Outside the timetable as X block</i>)	

GRADE ELEVEN PROGRAM

The **Grade Eleven** program consists of eight (8) courses:

Core Courses	Elective Courses
1. English 11	5. Elective Choice <i>(often a language 11)</i>
2. A Social Studies 11/12	6. Elective Choice
3. A Mathematics 11	7. Elective Choice
4. A Science 11	8. Elective Choice

9+. Choir, Yearbook, Band 11, Guitar, Jazz Band 11 and LAC *(Outside the timetable as X block)*

GRADE TWELVE PROGRAM

The **Grade Twelve** program consists of seven (7) courses plus Graduation Transitions:

Core Courses	Elective Courses
1. English Studies 12	5. Elective Choice
2. Career-Life Connections 12 with Capstone Project	6. Elective Choice
3. Elective Choice (usually an academic)	7. Elective Choice
4. Elective Choice (usually an academic)	8. Study Period <i>(students can choose an elective)</i>

9+. Choir, Yearbook, Band 12, Guitar, Jazz Band 12 and LAC *(Outside the timetable as X block)*

For detailed information on the Graduation Program visit:

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

For more information about Graduation Assessments and the 2022-2023 Provincial Exam Schedule visit:

[Provincial Assessments](#)

Dogwood Diploma - at a glance

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.

Students require a minimum of **80 credits** to graduate.

Of these 80 credits:

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 and Career Life Connections
- At least 28 credits must be elective course credits
- Effective July 1, 2023: At least 4 credits must have an Indigenous-focus (see [Indigenous-Focused Graduation Requirements - Province of British Columbia \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/education/schools/indigenous-focused-graduation-requirements) for additional information)
- 52 credits are required from the following:
 - Career-Life Education (4 credits), and Career-Life Connections (4 credits)
 - Physical and Health Education 10 (4 credits)
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
 - A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
 - A Language Arts 10, 11 and a required 12 (12 credits total)
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

In addition, students must also complete three graduation assessments:

- The Grade 10 Numeracy Assessment was introduced in 2018
- The Grade 10 Literacy Assessment was introduced in 2019/20
- The Grade 12 Literacy Assessment will be introduced in 2021/22

LEARNING OUTSIDE OF SUTHERLAND SECONDARY SCHOOL

The Ministry of Education recognizes that not all learning takes place within a BC secondary school. Processes are in place to evaluate outside learning in order to receive credit toward graduation. After examining documentation, the school will decide whether a student will receive credit and whether to report a school percent and letter grade or a Transfer Standing (TS). TS has no negative or positive impact on a student's Grade Point Average and universities may require additional documentation.

COURSE EQUIVALENCY

Situations may involve students who have moved from another province or country, or who have credentials from an out-of-school program. When documentation can demonstrate that a student has successfully completed a course that matches approximately 80% of the prescribed learning outcomes of a Ministry Authorized senior secondary course, credit may be granted.

EXTERNAL GRADUATION COURSES

The Ministry of Education gives credit for a variety of External Courses. External Courses are courses offered outside the British Columbia school system. Students may receive Graduation Credit for successfully completing an External Course in the areas of Music, Dance, Language, Sport, and Youth Development. External Credits are available at the Grade 11 and Grade 12 Level and the more common courses are listed below. More information is available at <https://www.bced.gov.bc.ca/graduation/courseinfo.htm>

External Music Credits

Royal Conservatory	Victoria Conservatory	London College of Music
BC Conservatory of Music	Conservatory Canada	Associated Board of the
Trinity College: London	Royal Schools of Music	Royal Schools of Music

External Dance Credits

BATD: Jazz	CTDA: Jazz	ISTD: Cecchetti
ISTD: Tap	CTDA: Tap	ISTD: Modern Theatre <i>Dance</i>
Royal Academy of Dancing	ISTD: Ballet	Highland Dancing

External Language Credits

If a student has completed Grade 7, Grade 8 and/or Grade 9 education in a language other than English, they can receive External Language Credit. (Grade 8 and 9 can be used for University Entrance.)

External Sports Credits

(48 Provincial Sport Associations are included)

Athletes	-	Team BC Provincial, or National Team Member, and Special Olympics
Coaches	-	Level One Theory, First Aid, minimum of 75 hours coaching
Officials	-	Theory, practical and minimum of 50 hours officiating

External Youth Development Program Credits

Cadets: Air Level 4, Army Gold Star, Sea Phase IV Guides: Canada Cord, Chief Commissioner's Award, and Trailblazer Award. Scouts: Chief Scout's Award Lifesaving: Bronze Cross/National Lifeguard Service ICBC Driver Education Course 4-H Program of Project Certification Duke of Edinburgh Award	Fitness Leader: BCRPA Canadian Pony Club: Level B Red Cross First Aid Boating: Power Squadron Pilots License Coast Mountain Discover
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LANGUAGE CHALLENGE EXAM

Language course challenge (Grades 11 and 12 levels only) allows students an opportunity to receive credit without taking a course, provided the learning outcomes have been successfully demonstrated and assessed. The process of challenge is rigorous, intended for students who have exceptional ability in a specific area of study or for those who have had exceptional opportunities for learning. Students may challenge a course only once and may not challenge to receive a higher mark in a course previously taken.

The process has two parts: application and assessment

- 1) Application must be made by October; assessment takes place in January at Delta Secondary School in Ladner
- 2) Application forms and more information is available from Student Services (in October). The following courses are available:
 - International Languages 11 and 12 (French, German, Japanese, Korean, Mandarin, Punjabi, Spanish)

Please see your counsellor in early October if interested.

SUMMER LEARNING

Summer Learning Secondary Full Credit courses are offered at the grade 10 - 12 level. These courses provide students with the course curriculum in its entirety. They are available to students who have never taken the course and to those who want to repeat the course. These fast-paced courses require students to be focused and committed to 100% attendance. Registration opens in May. Spaces fill up quickly so early registration is recommended.

Summer Learning Secondary Academic Foundations courses are designed for students who have taken English Language Arts 8 or 9 or Mathematics 8 or 9, but whose competencies are emerging or developing. These courses are designed to provide additional teacher support and direct instruction in developing foundational skills and knowledge. Registration opens in May.

Please refer to [Summer Learning Website](#) for all information related to North Vancouver Summer School.

NVSD SECONDARY SCHOOL ENHANCED PROGRAM and ACADEMIES OPPORTUNITIES

Whether it's preparing to enter the work force immediately after secondary school, or pursuing a higher level of education, the NVSD's enhanced programs are designed to assist students in developing an approach to their career pathways and life goals. We've developed these programs in order to meet the needs of students who have specific interests outside the standard high school programs and elective areas in our secondary schools. Through flexible pathways that include project-based activities, work experience, and distributed (online) learning we offer personalized, authentic learning experiences for every student.

Applications for any Academy or Enhanced Programs are dealt with independently from this Course Programming process.

Please visit [the Academy Webpage](#) on the North Vancouver School District Website under Programs and Services/Academies for further details, information, and deadlines.

ADVANCED PLACEMENT (AP) PROGRAM

APPRENTICESHIP TRAINING AND WORK EXPERIENCE

ARTISTS FOR KIDS STUDIO ART ACADEMY 10 - 12

BASKETBALL ACADEMY

CARPENTRY ACE IT PROGRAM

DANCE ACADEMY

DIGITAL MEDIA ACADEMY

**EXPERIENTIAL OUTDOOR ENVIRONMENTAL LEADERSHIP
10**

FIELD HOCKEY ACADEMY

FRENCH IMMERSION

HOCKEY SKILLS ACADEMY

**INTERNATIONAL BACCALAUREATE (IB) MIDDLE
YEARS AND DIPLOMA PROGRAMMES**

LACROSSE ACADEMY

ONLINE LEARNING

PEAK PERFORMANCE PROGRAM

PERFORMANCE LEARNING PROGRAM

SOCCER ACADEMY

**VOLLEYBALL ACADEMY/VOLLEYBALL
CANADACENTRE OF EXCELLENCE**

NVSD ONLINE LEARNING

WHAT ARE ONLINE LEARNING COURSES?

North Vancouver Online Learning (NVOL) offers a variety of academic and elective courses in grades 8-12 to youth and adult learners on the North Shore and across BC. Our continuous registration process, and 'anywhere, anytime' asynchronous instructional model, allow students to combine online courses with their regular, in-person courses at mainstream schools. This flexibility allows students to take additional courses or adjust their schedules to meet the demands of athletic programs or part time work schedules. We also support both youth and adults who have not yet graduated or require additional courses for post-secondary entrance.

The staff at North Vancouver Online Learning are committed to making a student's online learning experience personalized, engaging, and successful!

The teacher's role is different too, in that they do not (usually) meet students in a classroom.

Teachers provide:

- a structure to the course
- learning opportunities
- direction as students proceed through the course
- assistance (via email, chat, online tools, face to face)
- assessment (assignments, quizzes, tests . . .)

WHAT MAKES A SUCCESSFUL ONLINE STUDENT?

Before deciding whether online learning will fit your educational needs and personal circumstances, students and parents need to be aware of:

- who is likely to succeed with online learning
- whether you have some of the characteristics to be a successful online student
- the expectations of the parent or guardian as facilitator in their child's education
- This type of learning environment isn't for all students.

Successful online students are:

- self-motivated
- self-directed independent learners
- computer literate
- good time managers and know how to organize their time and tasks
- learners who have effective written communication skills (much of the communication with a teacher will be via email)
- personally committed to this type of learning environment
- learners who have the support of a responsible adult to work with them and supervise their progress.

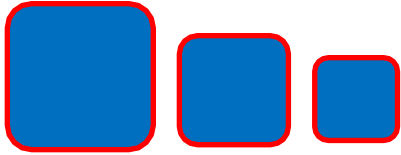
PARENTS NEED TO:

- help their child with the necessary technology

- assist in setting up a daily routine and organization of assignments
- monitor progress
- encourage students to ask questions when they are having difficulty

For a list of the NVSD OL courses please visit the website:

[North Vancouver Online Learning](#)



Sutherland Academies

NORTH VANCOUVER SCHOOL DISTRICT 44
AT SUTHERLAND SECONDARY SCHOOL & RUTLEDGE FIELD

FIELD HOCKEY ACADEMY

**Available to students entering Grade 8-12*

The North Vancouver School District and Field Hockey British Columbia have combined to form the Field Hockey Academy at Sutherland Secondary School. The Field Hockey Academy provides programming for all students, regardless of their field hockey experience. Students in Grades 8 to 12 are eligible for enrolment in the Field Hockey Academy.

The program consists of a field hockey curriculum as set out by FHBC and is compliant with the BC Ministry of Education Curriculum for Physical & Health Education. Students earn their grade-equivalent PHE credit upon successful completion of the program.

The Field Hockey Academy is led by FHBC and is complimentary to FHBC's Regional Program. As a result, all Academy players-- provided they meet the selection criteria and program policies -- will be eligible to participate in the spring Regional Tournament where Provincial selections are made. The cost of the tournament is included in the program fees.



The Academy is open to all students in the North Vancouver School District, as such athletes will have the opportunity to meet, play, and learn alongside their peers in the community.

Transportation to and from the Academy site is the sole responsibility of the parent/guardian.

Training takes place Monday, Wednesday and Friday at Rutledge Field, West Vancouver, and Tuesday and Thursday at Sutherland Secondary.

NORTH VANCOUVER SCHOOL DISTRICT 44
AT SUTHERLAND SECONDARY SCHOOL

VOLLEYBALL ACADEMY

**Available to students entering Grade 8-12*

Do you really like volleyball? Do you want to improve your skills and get a better understanding of the game? Do you like the idea of working with a sport-specific trainer? Then the Volleyball Academy is for you!

The Academy is open to all students. If you are new to the program, you will attend a spring assessment session and then be placed in one of three skill development streams: Acquiring, Consolidation or Refinement. Classes are scheduled either in the morning (6:30am-8:00am) or in the afternoon (1:40-3:00). Classes will be held at Sutherland Secondary.



In partnership with Volleyball Canada, this unique program offers 700+ hours of volleyball instruction combining on court coaching, a strength and conditioning program, and curriculum in healthy living. The program consists of a volleyball curriculum as set out by Volleyball Canada and follows the *BC Ministry of Education Curriculum*.

Grades 8-10 - Physical and Health Education

Grades 11/12 - Active Living

Students earn their grade-equivalent PHE credit upon successful completion of the program.

Please note that transportation to and from the academy at Sutherland is the sole responsibility of the parent/guardian.



YOUNG ENTREPRENEUR LEADERSHIP LAUNCHPAD (YELL)

ENTREPRENEURSHIP 12 (ENT 12)

This course is for students interested in business, entrepreneurship, and innovation, or those just interested in learning more about how the world works and how to put their ideas into action! This course is delivered in partnership with YELL Canada, a community charity that partners with schools to enhance classroom learning and to open doors and create opportunities traditionally not available to youth.



In this course, you will hear from over a dozen guest speakers and leaders from the local community, featuring Q&A opportunities to ask the questions you want answered. Teams of students will be matched with a mentor to guide you through the process of coming up with an innovative and world-changing business concept, and you'll compete with students across the province in a Venture Competition hosted by YELL.

This course is based on top-quality university entrepreneurship programs as well as best practices from Silicon Valley. You'll learn how to develop and evaluate a business, build a personal network of business contacts, hone your creative and critical thinking, apply teamwork skills, and put your presentation skills to the test. The applied experience you gain through the project in this course will be extremely valuable for you as you apply to university and seek out a job. Even if you don't plan on studying business, learning how to think creatively and innovatively within the context of a business are skills that employers and universities are looking for.

84% of students who have taken YELL say they make one or more connections with a mentor or leader that they plan on continuing to stay in touch with, and 81% say they are more confident in finding or creating a career that aligns with their purpose and passion. To find out more about YELL and the work they do with schools across BC go to [YELL Canada - We Empower Youth to Take on the Future.](#)

YELL commences with weekly classes in the Fall after school from 3:30-6:00PM, followed by project work in the Winter and a venture challenge in the Spring.

If interested in the YELL program, visit the website and complete the application form by March 8th, 2023. Check the YELL website for more information:

[YELL](#)

Contact Mr. Nevison for more information on YELL at jnevison@sd44.ca.

Artists for Kids Studio Art Academy (grade 10,11,12 - 4 credits)

Students enrolled in the North Vancouver School District's AFK Studio Art Academy, located at **Sutherland Secondary School**, develop advanced skills and critical attitudes in the visual arts. The Academy's curriculum provides mentorship opportunities, supports portfolio development for post-secondary art applications and opens doors to careers in the arts. Through the development of their artistic process and a portfolio of works, students gain confidence in their abilities as artists. In-depth exploration of drawing, painting, printmaking, sculpture and alternative media provides students with a diverse range of material experience and knowledge.

Artists in residence work in the classroom to share their experience, creativity and provide mentorship opportunities for students. Field study visits to artists' studios, galleries and post-secondary institutions equip students with an understanding of the skills and commitment required to pursue the visual arts in a post-secondary setting. Exposure to a variety of artists, curators, and collaboration with other cultural institutions add to the richness and breadth of students' experiences in this program.

Students in this program benefit from the support of the team at AFK and the Gordon Smith Gallery, the access provided to this educational and cultural resource and the host site of the students annual exhibition.

Supplemental fees are applicable for NVSD Academies.

Exposure to a variety of artists during each school term adds to the richness of students' experiences in the AFK Studio Art Academy. Please see the link below for more information:

[Artists for Kids Studio Art Academy - North Vancouver School District \(sd44.ca\)](http://sd44.ca)

Selection Process

Each application will be reviewed by a panel of Visual Art Teachers. Offers, consistent with [Board Policy 605: Admission of Students to Schools](#), will be based on:

Priority 1: Returning students

Priority 2: Portfolio review, letter of intent, and completed application

Priority 3: Prioritized wait list

**Transportation to and from the Academy site is the sole responsibility of the student and/or parent/guardian.*

Schedule: 1st Semester - Every day - from 1:50 to 3:00 p.m

Fees

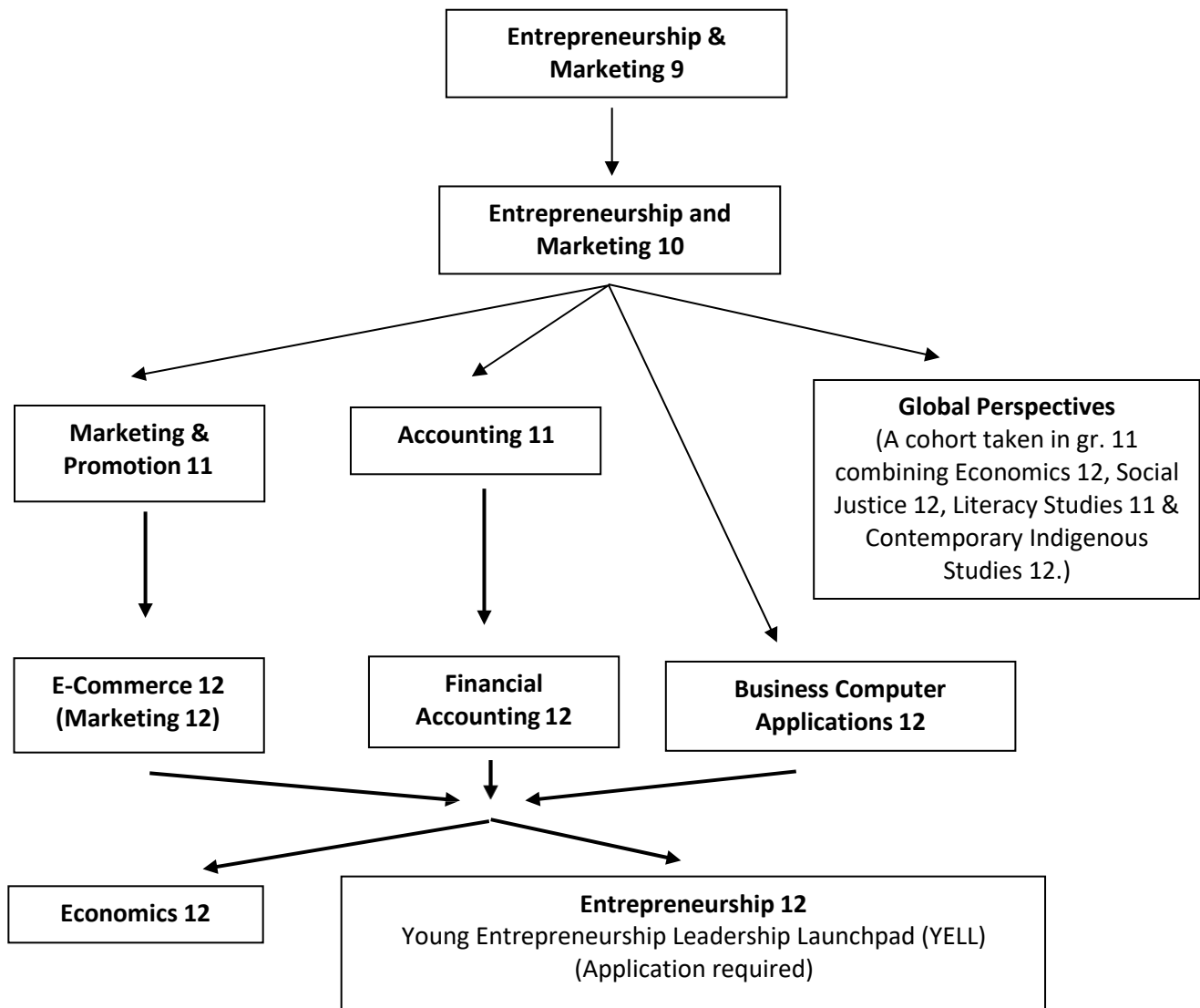
A non-refundable deposit is required by the deadline stated in acceptance letters. *Please Note: Non-payment by the deadline will result in automatic withdrawal from the Academy.*



SUTHERLAND COURSE DESCRIPTIONS



BUSINESS EDUCATION



ENTREPRENEURSHIP & MARKETING 9, 10

This course provides students with a foundation in business studies, upon which they will build a knowledge of major business concepts. In Entrepreneurship & Marketing 9/10, students are introduced to Business Communication, Finance, Economics, Marketing, Business Ethics, and Entrepreneurship—ideating business concepts in order to define, prototype, create, and share their own business strategies and develop an understanding of successful business operations. While this course is ideal for students interested in pursuing further business education courses at both the secondary and post-secondary levels, it is just as important for those simply wanting to improve their financial literacy skills! Emphasis will be placed on collaborative and project-based learning, including creating and carrying out business plans and selling strategies.

ACCOUNTING 11

Accounting is the backbone of all business programs and is an excellent “springboard” to university commerce and business degrees. Accounting is the system used to track and organize personal and business financial activities. In this introductory course, you will learn to analyze and record business transactions and be taught how to produce financial papers such as Income Statements and Balance Sheets. Students will explore the accounting cycle, the role of debits and credits, and how to journal source documents and financial transactions. You will also gain digital financial literacy skills by working with Microsoft Excel, Sage 50 Accounting (formerly known as Simply Accounting), and QuickBooks. Business and stock market simulations, as well as career exploration, are also part of the curriculum.

FINANCIAL ACCOUNTING 12

This second-level accounting course is intended for the serious business student who is planning to pursue business programs at the post-secondary level or has a significant interest in finance and accounting. Students in Financial Accounting 12 will delve deeper into the accounting cycle and accounting principles, learning to account for inventory and payroll while also researching and applying cash control systems. Other topics include bank reconciliation, adjusting and closing journal entries, and financial ratio analysis in this hands-on, project-based course. MS Excel, Sage 50 Accounting, and QuickBooks will be utilized in accounting simulations and case studies. It is recommended students take Accounting 11 prior to this class.

BUSINESS COMPUTER APPLICATIONS 12

This foundation course in business application systems is designed to develop students’ organizational and computing skills in practical areas: word processing, keyboard proficiency, and professional e-mail communication (both as a personal skill and as a foundation for career development), desktop publishing software, spreadsheets, database management, other business communications tools and presentations. By the end of the term, students will be able to confidently produce important documents, developing professional skills and interpersonal abilities that will benefit them throughout high school and beyond into post-secondary education and the workplace.

MARKETING & PROMOTION 11

“Sell, sell, sell and buy, buy, buy!” Our Marketing & Promotion 11 offers students an introduction to the amazing and diverse world of sales, promotion, and marketing. Students will learn the process of introducing goods and services to the marketplace while exploring various marketing concepts and strategies. By the end of the term, students will be able to write marketing plans, create and carry out market research surveys, understand target markets and demographics, design advertisements, develop a brand strategy, consider business ethics and social marketing, and detail current and future trends in marketing including social media. Marketing & Promotion 11 favours collaboration and project-based learning that incorporates creativity and hands-on research.

E-COMMERCE 12

E-Commerce 12 focuses on consumer marketing in today's economy with the convergence of traditional, online, and digital retail. To prepare for the competitive marketplace of tomorrow, businesses need to utilize available technology when promoting their products, from data mining and social media to search engine optimization and the influencer community. In this course, students will learn how to analyze current marketplace trends, develop a business plan, and create marketing initiatives through multiple platforms, including e-commerce and machine learning. Students will also be responsible for operating Sutherland's clothing line, from design concepts to managing social media and promotional accounts. In an effort to leverage the technology available at Sutherland, this course will be taught in a computer lab. Students will also apply their knowledge and skills in business simulations and case studies, and an emphasis will be on project-based learning and collaboration.

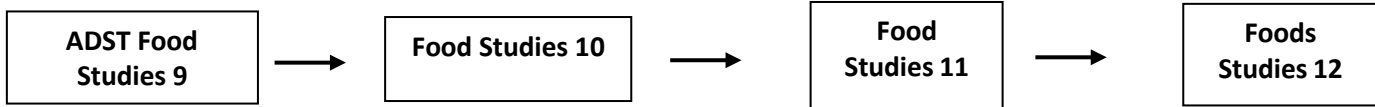
ECONOMICS 12

Are taxes too high? How efficient is the free market? Economics underpins the modern world, and an understanding of economic theory and policy application allows students to appreciate what makes the world go round: from resource allocation to the role of markets. Economics 12 provides a solid knowledge base for all students, both in everyday life and career development, and course credits can be used in calculating admissions criteria for post-secondary education. This course explores the foundations of both microeconomics and macroeconomics, discussing the role of individuals through rational decision-making with supply and demand, while also exploring the impacts of decision-makers at national and international levels through their economic policy directives. Along the way, Economics 12 uncovers, examines, and debates issues surrounding opportunity cost, money and interest rates, inflation, taxation, the impacts of global trade policy, and sustainability (to name just a few!) The course is largely based on collaborative and project-based learning, incorporating hands-on research and economic simulations and activities throughout the semester.

GLOBAL PERSPECTIVES – ECONOMICS 12 *(See page 71)*

ENTREPRENEURSHIP 12 (YELL) *(See page 19)*

FOODS STUDIES & CULINARY ARTS



Supplementary fees for Home Economics courses support take-home projects and enhancement materials.

ADST FOOD STUDIES 9 & FOOD STUDIES 10

In Applied Design, Skills and Technologies - Food Studies 9/10 students use the design cycle to explore various topics such as, kitchen and food safety, sanitation and measurement and food preparation techniques. Students will also explore components of overall meal preparation (ingredients, techniques, equipment) eating well with Canada's Food Guide, macro and micronutrients, food labelling, economic and environmental factors that influence our daily food choices based on local and global food systems, First Peoples traditional food use, marketing techniques and designing meals and meal planning. ***Supplementary Fee for this course – see page 66.***

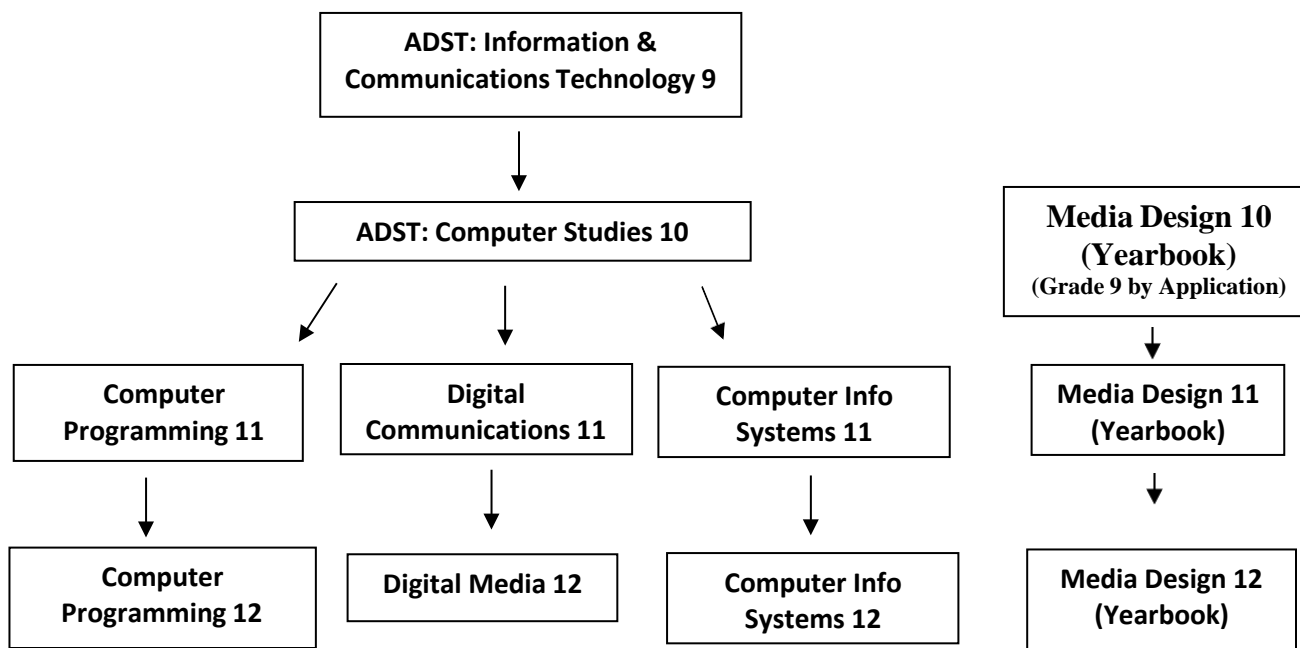
FOOD STUDIES 11

Students will further their skills and knowledge on the components of multi-course meal development and preparation including; timing, proportions, temperatures, ingredients, equipment, and methods. Culinary topics covered include; knife Skills, vegetables, stocks and soups, sauces, eggs and poultry, meat/alternatives, flour, quick breads and pastry, plant-based diets, farm-to-table, nutritional principles of balanced cooking and eating. Students will design their own dishes using ingredients and techniques learned during the previous lesson. Students will have an opportunity to further explore in depth food safety, food science, farming practices, green and sustainable agriculture, indigenous food sovereignty, local and global food justice and food security. Through personal design interests, students will evaluate and refine their skills and create products for their entire life cycle. ***Supplementary Fee for this course – see page 66.***

FOOD STUDIES 12

Students will further their skills and knowledge on the components of multi-course meal development and preparation including; timing, proportions, temperatures, ingredients, equipment, and methods. Culinary topics covered include; knife Skills, vegetables, stocks and soups, sauces, eggs and poultry, meat/alternatives, flour, quick breads and pastry, plant-based diets, farm-to-table, nutritional principles of balanced cooking and eating. Students will design their own dishes using ingredients and techniques learned during the previous lesson. Students will have an opportunity to further explore in depth food safety, food science, farming practices, green and sustainable agriculture, indigenous food sovereignty, local and global food justice and food security and careers in the culinary industry. Through personal design interests, students will evaluate and refine their skills and create products for their entire life cycle. ***Supplementary Fee for this course – see page 66.***

INFORMATION & COMMUNICATIONS TECHNOLOGY



COMPUTATIONAL THINKING 8 – CODING

This course is designed to introduce the foundational concepts and skills in computer programming through self-paced, project-based work in both block and text-based programming languages. Students will build their comfort with the basics of both Scratch and Python while working on projects that suit their developing ability levels. Students will learn about the design process through hands-on work; they will develop the stepwise thinking required to communicate instructions to a computer for a desired outcome and to support a chosen design opportunity. They will learn that the software they encounter every day comprises specific and sequential instructions with algorithms that can be understood and repeated by others. Emphasis will be placed on problem-solving skills through practicing debugging their code by breaking problems down into a more manageable set of smaller sub-problems. The skills developed in class will also support analysis and understanding of many processes and relationships present in their academic coursework. This course is a great introduction to Information & Communications Technology courses that students can explore in Grades 9-12. No previous computer programming experience is required.

DIGITAL LITERACY 8

Digital Literacy 8 is an Applied Skills course offered in the Grade 8 elective rotation. This course offers a sampler of the technology tools most fun and useful for school and beyond. Students enhance their typing and Microsoft Word, Excel, and PowerPoint skills to wow their teachers as well as explore Photoshop, GarageBand, coding, and website design to expand their creative and critical thinking. Every project has students follow the design cycle to produce the best possible product and allow for tons of personalized creative input. Additionally, students engage in discussions around online privacy and learn helpful online researching tips. This course is a great introduction to Information & Communications Technology, or Business Education courses that students can explore in Grades 9- 12.

ADST: INFORMATION & COMMUNICATIONS TECHNOLOGY 9 & COMPUTER STUDIES 10

This combined 9/10 course provides students with an opportunity to explore a variety of digital media and programming skills to improve their confidence with technology for school and beyond and to prepare for senior level technology courses such as Information Technology 11, Computer Programming 11, and Digital Media 11. Students will learn how to manipulate images with Adobe Photoshop and create a mini movie with Adobe Premiere Pro. As well, students will learn basic programming skills to develop their first computer game and website and have an opportunity to use different applications for multimedia presentations. Additionally, a focus of the course will be on learning about the parts that make up a computer, digital literacy concepts such as online privacy and data sharing, as well as the evolution and impacts of technology. This course is project based; this allows students to add their own personal creative touches at every step and challenge their skill set in the process. Advanced projects will be supported.

COMPUTER PROGRAMMING 11

Computer Programming 11 is an introduction to computer science as a tool to solve real-world analytical problems using Python. This course has three main areas of focus: Introduction to Computer Science, Introduction to Programming Using Python, and Introduction to Computational Thinking and Data Science. These topics will help students with no prior exposure to computer science or programming learn to think computationally and write programs to tackle useful problems.

COMPUTER PROGRAMMING 12

Computer Programming 12 will expand on the skills learned in Computer Programming 11 and will develop more advanced techniques, such as class structures and debugging strategies. New languages, such as JavaScript, will likely be used to expand the experience set for students. Students will move from creating simple algorithms to creating fully developed programs designed to solve real world problems.

DIGITAL COMMUNICATIONS 11

This course focuses on developing the knowledge, skills and attitudes students need to respond to digital images and create art using computer technology. The main topics in Digital Communications 11 are: digital image creation and filmmaking. In digital image creation, students will learn the basics of digital photography, advanced digital image editing with Adobe Photoshop and the Principles of Graphic Design. With filmmaking, students will learn how to produce a movie from pre-production stages through to post-production editing. Advanced skills in Adobe Premier Pro and After Effects will be developed. This is a project-based course.

DIGITAL MEDIA DEVELOPMENT 12

Digital Media Development 12 focuses on developing the knowledge, skills and attitudes students' need to create meaningful digital images and video productions. Students will further advance their knowledge of the foundations developed in Digital Communications 11. Students will gain extensive knowledge of the Adobe Creative Suite to create and manipulate personally meaningful images, graphic designs and media productions, with an emphasis on Graphic Design principles and filmmaking. This course is project based and students will be encouraged to explore and challenge their skill set; advanced projects will be supported. Portfolio development will be encouraged for students interested in careers in digital media and filmmaking. ***Supplementary Fee for this course – see page 66.***

COMPUTER INFORMATION SYSTEMS 11

This course is designed to further develop the skills of students in the content areas of Computer Game Design, as well as Website creation and design. Topics covered will include: digital image creation, 2D and 3D animation, game development, modeling and design, and basic computer programming. This course will use the Adobe Creative Suite as well as game designing platforms. The Website design content will cover the Principles of Design, Web Graphics, Multimedia and Animation. This is a project-based course and individuals will be encouraged to challenge their skill set.

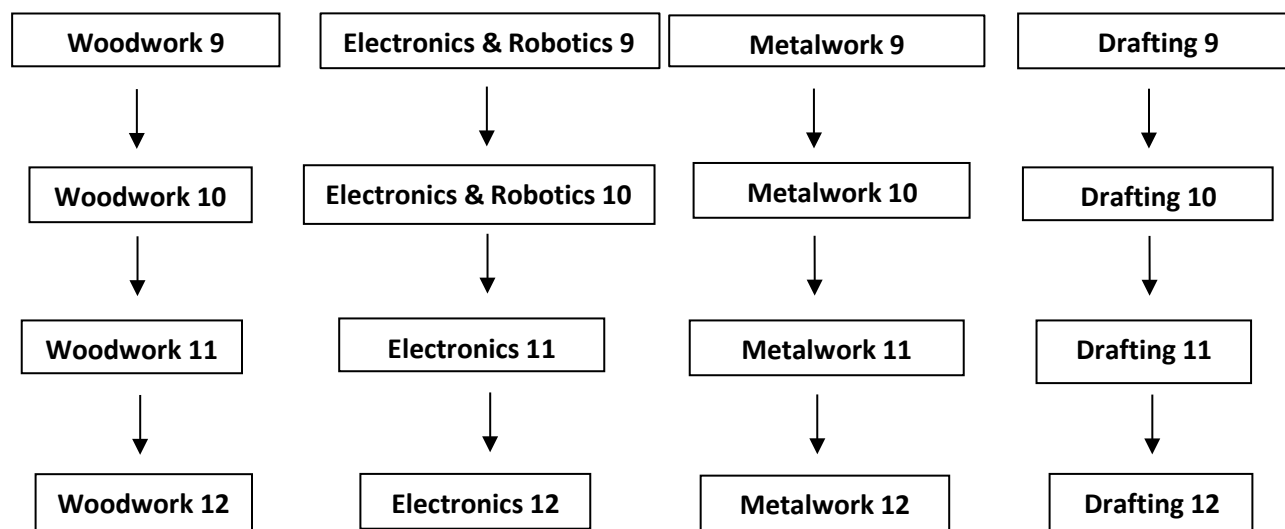
COMPUTER INFORMATION SYSTEMS 12

This is a course designed to further develop the skills of students in the content areas of Computer Science. The goal of Computer Information Systems is to give students a solid foundation in all industry software programs and to introduce students to the development methods they can use to write high-quality programs in a basic programming language. This course will give students the confidence to learn any software program and a general understanding of computer languages.

MEDIA DESIGN 10, 11, 12 (YEARBOOK)

Yearbook is an exciting course focused on the creation of Sutherland's yearbook. The Sutherland Yearbook is a chronical of student life for the year and a key element of the Sutherland tradition. With all this responsibility comes an incredible opportunity to develop technical and design skills as well as project management experience and work in a creative team-oriented environment. Yearbook is an exciting course in which students create Sutherland's yearbook. Skill in areas such as graphic design, photography, English, art and graphics are useful and will be developed. Students from all grades are encouraged to participate. This course will be offered as an X block in the master timetable. A high level of maturity (along with the ability to work cooperatively, responsibly and independently) is essential because students must be willing and able to work outside the classroom setting. Our communities' high expectations for a final project they pay for, as well as the demands of a collaborative project-based environment require students to high level of maturity, flexibility and self-discipline. Yearbook is an excellent course for those students wishing to create a design portfolio. Note: Students in grade 8 and 9 must apply to enter the course and it must be taken as a 9th course. Please pick-up an application form from Ms. Smyth in room C203.

TECHNOLOGY EDUCATION



TECHNOLOGY EDUCATION: Supplementary fees will cover the cost of materials necessary for projects that will meet the learning outcomes of Technology Education courses. Additional optional materials can be supplied by the student or purchased through the Technology Education Department.

WOOD/DRAFTING

Woodwork and Drafting 8 is a course that will give students an introduction to two of the four course options in the Tech Ed department. Students will be introduced to various tools, processes, and materials. They will make hands on projects such as a model plane and gravity-powered race cars. They will learn to read and interpret technical drawings, then create some of their own. They will learn to sketch objects in different views and projections. With a focus on safety, tool skills and materials, students will improve their problem-solving ability through creative opportunities and projects. Students will be required to use systematic problem-solving techniques.

METAL/ELECTRONICS

Metalwork and Electronics 8 is a course that will give students an introduction to two of the four course options in the Tech Ed department. Students will be introduced to various tools, processes, and materials. They will make hands on metalwork projects such as a sheet metal box, and a ring. They will learn the functions and uses of electronic components and build circuits with them. With a focus on safety, tool skills and materials, students will improve their problem-solving ability through creative opportunities and projects. Students will be required to use systematic problem-solving techniques.

WOODWORK 9, 10

This course provides students with an introduction to working with wood, and to the safe use of machines and hand tools. The students will establish a foundation that will allow them to design, plan, and build projects while developing confidence and competence. The supplementary fee provides the student with the necessary materials for the initial hardwood project. All Tech Ed courses are inclusive, and all are welcomed and encouraged to discover their potential! **Supplementary Fee for this course – see page 66.**

WOODWORK 11

Woodwork 11 builds on the skills and attitudes learned in Woodwork 9 and 10. The students will learn and apply the principles of drafting, joinery, and structural design in order to produce well-crafted projects of their choice.

Supplementary Fee for this course – see page 66.

WOODWORK 12

Students enrolling in Woodwork 12 should be able to plan, design, and construct sophisticated projects. Students are expected to be mature, use their time efficiently, and work well independently as well as part of a team.

Supplementary Fee for this course – see page 66.

ADST METALWORK 9, 10

Learn how to create unique art metal and jewelry projects. Gain the confidence and ability to generate and develop your own unique ideas. Then, make projects using metal in a variety of different forms. This course provides students with an introduction into design, creating metal artifacts, and the safe use of hand tools, machines and equipment. Possible projects may include metal sculptures, pendants, rings, belt buckles, earrings, key tags, plaques, bracelets, broaches, pins, wrought iron projects like candle holders, CD racks, plant hangers, etc. Projects may also include use of other complimentary materials such as stone. ***Supplementary Fee for this course – see page 66.***

METALWORK 11

This builds on the foundation and skills learned in Metalwork 10. Initial projects allow the students to further develop skills and learn processes that can be used for more advanced work. Design is still the cornerstone for creating unique ideas and projects. ***Supplementary Fee for this course – see page 66.***

METALWORK 12

This advanced course is intended for serious students who want to further develop their skill and knowledge levels in areas of advanced metalworking or jewelry work. Course work involves students designing, planning and fabricating projects that are highly challenging in nature. These projects will expand on previously learned skills or involve areas where new skills need to be developed.

Supplementary Fee for this course – see page 66.

ADST ELECTRONICS AND ROBOTICS 9 & 10

This course will provide opportunities for students to explore and learn about electronics. Course content is appropriate to students considering careers in computers, electronics, robotics, electrical trades, engineering, and many other technical fields. Course work will include printed circuit board manufacture, circuit assembly, fabrication of enclosures, and circuit test procedures. Students will also investigate circuits and their components, learn to interpret schematic diagrams, and use various testing devices to understand how they work. Projects may include electronic games, audio listening devices, timing devices, strobe lights, alarms, and digital dice. ***Supplementary Fee for this course – see page 66.***

ELECTRONICS 11

This course provides students with the opportunity to do advanced investigation into electronic system, circuit, and component work. Analogue and Digital electronics will be covered both in theory and practical terms. Course work will include circuit investigation, computer assisted circuit board design, circuit manufacture and assembly, and enclosure design and manufacture. Projects may include such things as power supplies, amplifiers, meters, speakers, simple robots, etc. Electronics 10 or similar background highly recommended. ***Supplementary Fee for this course – see page 66.***

ELECTRONICS 12

This course provides students with the opportunity to do advanced project work and study. Students will investigate, plan and develop projects such as sound systems, robots, computer systems, alarm systems, etc.

Supplementary Fee for this course – see page 66.

ADST DRAFTING 9 & DRAFTING 10

Introduces the student to the concept of graphics as a language, the techniques of both pictorial and technical drafting, and the overall design process. Practice with manual drafting techniques will establish a foundation of skills; while the computer assisted drafting components of the course – via a Computer Assisted Drafting program - will reinforce concepts and broaden the students understanding of the discipline. A final design project will allow students to apply their knowledge and skills to a design challenge. This course enables students to develop, understand and interpret drawings used in a wide range of vocations and/or careers. ***Supplementary Fee for this course – see page 66.***

DRAFTING 11

This intermediate course is designed to further develop mastery of drafting skills with an increased emphasis on the design process, and a more comprehensive approach to the use of a Computer Assisted Drafting program. The more challenging concepts and practices of dimensioning, sectioning, pattern development, auxiliary views and architectural drafting will be covered. An architectural drafting challenge will require the student to develop a design portfolio. Students pursuing an interest in engineering, architecture, commercial and/or fashion design, or trade and technology-related vocations should take this course. Students are strongly recommended to take Drafting 10 prior to 11.

Supplementary Fee for this course – see page 66.

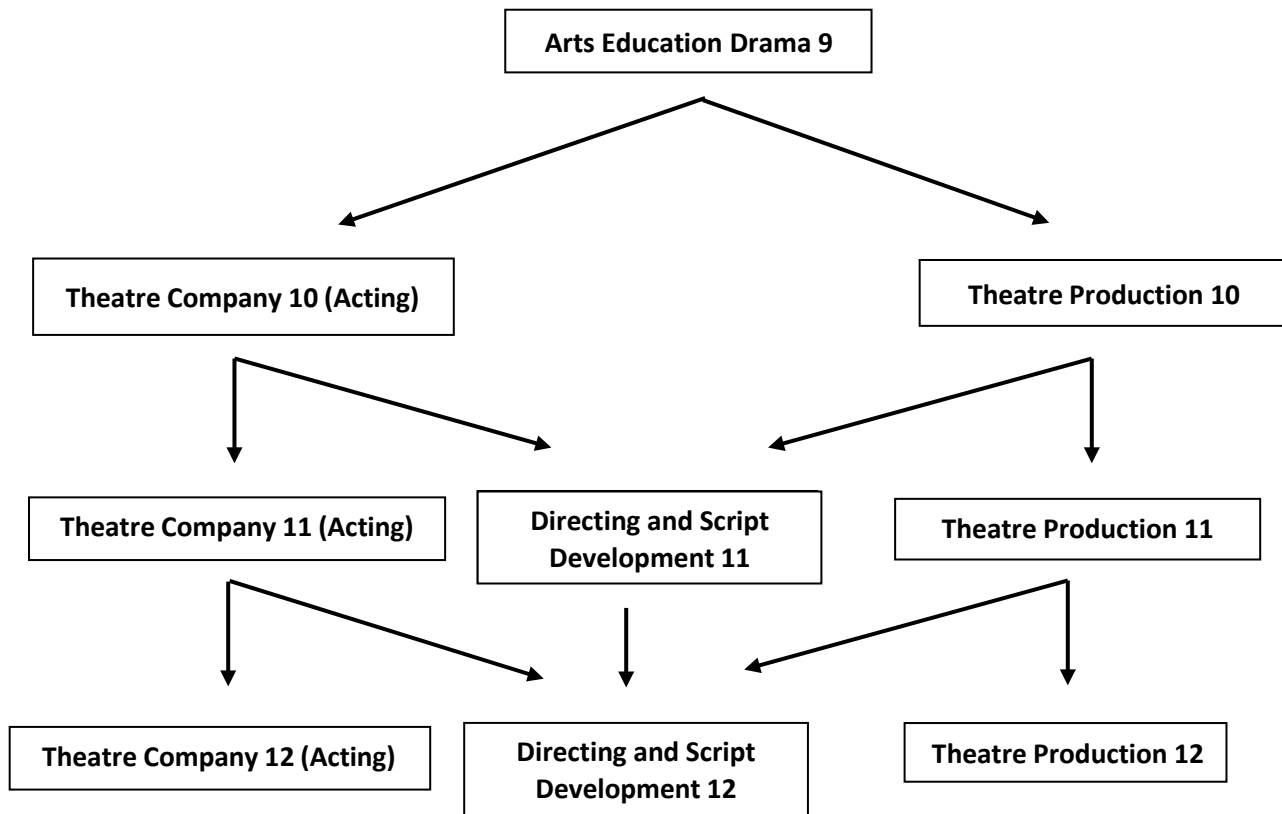
DRAFTING 12

This course is intended for students who enjoy designing and drawing structures intended for human activity or habitation and are interested in architectural construction. This is a project-based course that is set on reinforcing and linking the concepts of space and structural design with the application of software and the technology of drafting, in order to develop workable solutions to design problems. A major design and drawing project utilizing a Computer Assisted Drafting program is required. This course is highly recommended for students pursuing a career in architecture, design, drafting, or any of the building trades or technologies. ***Supplementary Fee for this course – see page 66.***

ENGINEERING 11/12

In Engineering, students learn that design includes consideration of social and environmental impacts; that personal design interests require the evaluation and refinement of skills; and that tools and technologies can be adapted for specific purposes. Engineering is a design-challenge based course in which students design, draft and fabricate projects to solve problems. Students will work on skills such as: understanding context, ideating, prototyping, testing, making, sharing, and evaluating. Students are expected to come up with project ideas and to be motivated to work in a self-directed manner. As well as practical skills, students learn transferable life-skills such as problem solving, work ethic, perseverance, and collaboration.

DRAMA



****Note:** The plan is to have the Theatre Company/Production 10-12 courses run together. Students will work on a rotating 3-year program. This allows the students to collaborate with students from other grades as well as be exposed to a variety of different theatre skills and ideas in the different years. The design of the program is subject to enrollment numbers and staffing.

DRAMA 9

In this course, students will engage in activities that will enhance their self-esteem, concentration, communication, imagination, creative expression and ability to cooperate with peers. Soap Operas, Music Videos, Stage Combat, and the Junior Class Production will serve as springboards for increasing students' knowledge of theatre. Some focus will be placed on developing character, utilizing body and voice, scriptwriting and technical theatre. A few students will even have the chance to participate as the production crew for our class play. Note: a few days will be required after school for rehearsals and a performance for the class play. Attendance on those days is mandatory.

THEATRE COMPANY 10

Depending on numbers, the plan for this course is to run it concurrently with the grades 11 and 12 courses. In this course, students will develop acting skills, techniques, and theatre knowledge. Activities such as monologues, Viewpoints, characterization, film-making, scripted scene work and a class production will serve as springboards for increasing students' knowledge of theatre. Although there will be in class projects, the focus of the course is on developing collaborative theatrical productions like the senior class production. NOTE: Participation in the class production will be required to successfully complete this course which will require a number of rehearsals after school along with tech/dress rehearsals and performance nights. Attendance is mandatory at the tech/dress rehearsals and performance dates.

THEATRE COMPANY 11

Depending on numbers, the plan for this course is to run it concurrently with the grade 10 and 12 classes. This course will further develop and refine acting skills, techniques and theatre knowledge previously acquired in other drama courses and through practical experience. Students are expected to fully participate in such activities as improvisation, voice and movement, monologue performances, viewpoints, scripted scene work, film-making, and a class production. Although there will be in class projects, the focus of the course is on developing collaborative theatrical productions like the senior class production. NOTE: Participation in the class production will be required to successfully complete this course which will require a number of rehearsals after school along with tech/dress rehearsals and performance days. Attendance is mandatory at the tech/dress rehearsals and performance dates.

THEATRE COMPANY 12

Depending on numbers, the plan for this course is to run it concurrently with the grade 10 and 11 courses and is designed for students who have shown exceptional promise and motivation in performance in previous years. It will give the senior student practical experience in the acting environment. Special attention will be paid to styles of acting, movement, characterization, vocal development, film creation and rehearsal, production and performance experience. NOTE: Participation in the class production will be required to successfully complete this course which will require a number of rehearsals after school along with tech/dress rehearsals and performance days. Attendance is mandatory at the tech/dress rehearsals and performance dates. These students are expected to provide leadership to less experienced members of the class. Although there will be in class projects, the focus of the course is on developing collaborative theatrical productions like the senior class production.

THEATRE PRODUCTION 10

Depending on numbers, the plan for this course is to run it concurrently with the grade 11 and 12 courses. This course provides training in a variety of the following areas: set design and construction, scenic painting, prop creation, lighting/sound design and operation, costuming, production promotion, stage management, front of house and other aspects of backstage theatre work. This course will provide hands-on experience and practical assignments associated with school drama productions. This will also include production plans and written designs, attending rehearsals and operating as technical crew for the senior class performances. NOTE: Participation in the class production will be required to successfully complete this course which will require a number of rehearsals after school along with tech/dress rehearsals and performance days. Attendance is mandatory at the tech/dress rehearsals and performance dates.

THEATRE PRODUCTION 11

Depending on numbers, the plan for this course is to run it concurrently with the grade 10 and 12 courses. This course provides training in a variety of the following areas: set design and construction, scenic painting, prop creation, lighting and sound design and operation, costuming, production promotion, stage management, front of house and other aspects of backstage theatre work. This course will provide hands-on experience and practical assignments associated with school drama productions. This will also include production plans and written designs, attending meetings and rehearsals, and operating as technical crew for the senior class performances. NOTE: Participation in the class production will be required to successfully complete this course which will require a number of rehearsals after school along with tech/dress rehearsals and performance days. Attendance is mandatory at the tech/dress rehearsals and performance dates.

THEATRE PRODUCTION 12

Depending on numbers, the plan for this course is to run it concurrently with the grade 10 and 11 courses. This course provides training in a variety of the following areas: set design and construction, scenic painting, prop creation, lighting and sound design and operation, costuming, production promotion, stage management, front of house and other aspects of backstage theatre work. This course will provide hands-on experience and practical assignments associated with school drama productions. This will also include production plans and written designs, attending meetings and rehearsals, and operating as technical crew for the senior class performances. Theatre Production 12 students will be expected to take on leadership roles within the production team. NOTE: Participation in the class production will be required to successfully complete this course which will require a number of rehearsals after school along with tech/dress rehearsals and performance days. Attendance is mandatory at the tech/dress rehearsals and performance dates.

DIRECTING AND SCRIPT DEVELOPMENT 11

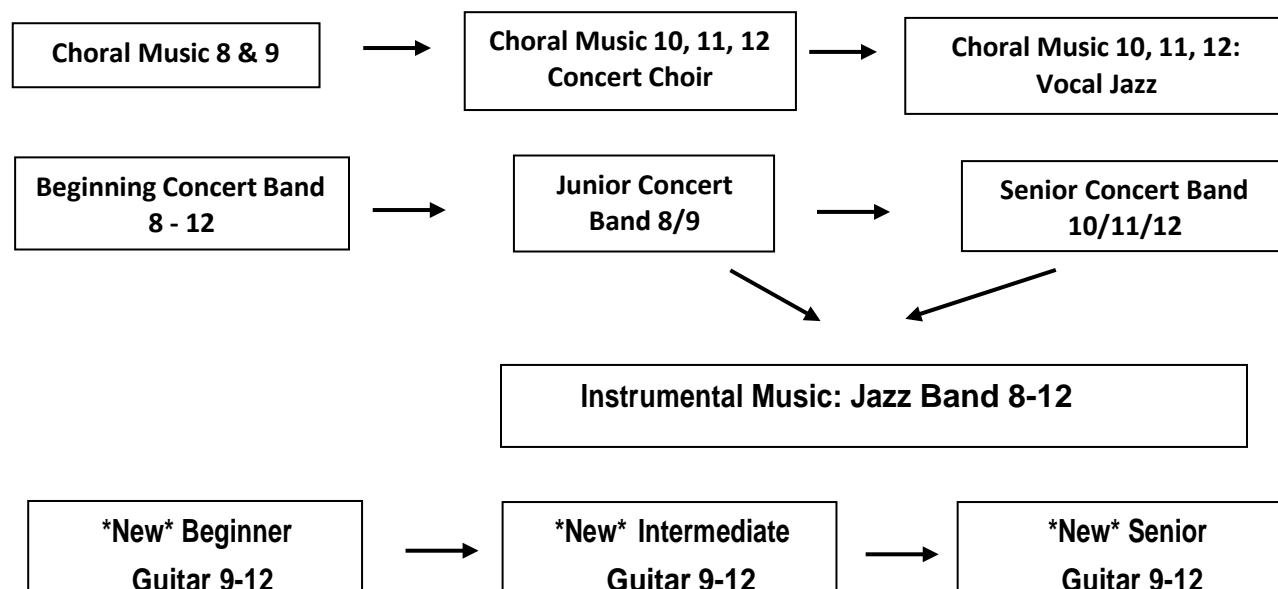
Students in this course will be providing leadership and guidance to junior students in their theatre class. Directing students will work to expand their own experience with dramatic writing. They will have the opportunity to write their own scripts and to reflect on others' dramatic works. The leadership student will act as a director in the course and will have the opportunity to direct the junior students in their final production. The senior student will have control over the artistic aspects of the production and will guide the junior students, sharing knowledge from their own experiences in theatre. These students should have strong organization skills and be able to act as a role model for their peers. Note: This class will require the student to work outside of the timetable in order to prepare for their production and be present on the night of the show. To sign up for this course, the student should have taken Theatre Company 10 or Production 10 before as the experience/knowledge they will have gained is integral to their success in this leadership course.

DIRECTING AND SCRIPT DEVELOPMENT 12

Students in this course will be providing leadership and guidance to junior students in their theatre class which includes leading warm-ups. Directing students will work to expand their own experience with dramatic writing. They will have the opportunity to write their own scripts and direct their work with the help of performance students. They will work to refine scripts and performance through feedback from others. The student will also look at leadership styles as they will act as a director in the course and will have the opportunity to direct the junior students in their final production. The senior student will have control over the artistic aspects of the production and will guide the junior students, sharing knowledge from their own experiences in theatre. These students should have strong organization skills and be able to act as a role model for their peers. Note: This class will require the student to work outside of the timetable in order to prepare for their production and be present on the night of the show. To sign up for this course, the student should have taken Theatre Company 11, Theatre Production 11 or Directing and Script Development 11 before as the experience/knowledge they will have gained is integral to their success in this senior level course.

ARTS EDUCATION DEPARTMENT

MUSIC



The supplementary fee for music students will cover the cost of music, some music supplies, and it will provide enhanced opportunities for students.

MUSIC 8

Music 8 is an introductory course for which no musical experience is necessary. This survey course covers musical concepts such as beat, rhythm, evolution of form, and style. A heavy emphasis is placed upon popular genres of music such as pop, folk, rap, and rock. In this course, students will be taught basic piano technique, note reading skills, and right and left-hand fingering. Using classroom keyboards, students will apply these skills through the practice and performance of popular songs.

Concepts of music composition will also be explored. Students will work both individually and collaboratively to create musical works. Self-reflection will be a key component in this course. Music 8 can accommodate students of all skill levels.

Check this video out to find out more about Music: <https://youtu.be/5osNIsDGICk>

CONCERT BAND 8

New band students of any level are welcome to join this band. This course will provide students with the opportunity to rehearse and perform a variety of music and musical styles. Students are asked to supply their own band instruments. This course allows students to enhance their music literacy through the creation, appreciation, analysis, and performance of music. Students will augment their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Emphasis will be on developing the students' technical facility and listening skills while striving to produce a cohesive and musical sound as an ensemble through collaboration and purposeful play. Band 8 is a year-long course inside the timetable. Performances at concerts are a mandatory part of this participation-based course.

CONCERT BAND 9

This course builds upon concepts from Band 8 and will provide students with the opportunity to collaborate and perform a variety of musical styles. Emphasis will be on developing the students' technical facility and listening skills while striving to produce a cohesive sound as an ensemble through the use of dynamics and articulation. Fundamentals of music theory will be taught. Performances at concerts are a mandatory component of this participation-based course. Band 9 is a year-long course inside the timetable.

Supplementary Fee for this course – see page 66.

INSTRUMENTAL MUSIC 10, 11, & 12: CONCERT BAND

This is a year-long course that builds upon the fundamental concepts taught in Concert Band 9. This performance-based course allows students to explore the intricacies of a variety of styles including marches, classical, twentieth century compositions and top arrangements of contemporary and pop music. Students will be taught the necessary skills to continue to enjoy music as performers, concertgoers, and as critical listeners. Performances at concerts and festivals are a mandatory part of this course. This course falls outside of the timetable and does not conflict with other courses. ***Supplementary Fee for this course – see page 66***

INSTRUMENTAL MUSIC 8 - 12: JAZZ BAND

Jazz Band is an X block music course that meets outside of the regular timetable. Traditional jazz band instruments include saxophones, trombones, trumpets, acoustic or electric bass, guitar, piano and percussion. However, other instruments such as clarinet, flute, baritone, French horn and tuba will be permitted to join this ensemble course. Students will be introduced to a variety of genres within the jazz idiom such as swing, rock, funk, Latin, and popular contemporary arrangements. This course allows students to have the opportunity to solo and learn the fundamentals of jazz improvisation. Performances at concerts and festivals are a mandatory part of this performance-based course. Students must be concurrently enrolled in Concert Band (all grades.) ***Supplementary Fee for this course – see page 66***

Here is a Jazz Band recording for perusal: <https://youtu.be/dzlaePcV2qs>

CHORAL MUSIC 8-12: CHOIR

Students will be introduced to the fundamentals of singing and vocal production. Music reading skills will be taught in the course and therefore, no previous experience is necessary. A wide variety of music genres will be explored, with a heavy emphasis on pop and contemporary music. Students will perform collaboratively in both solo and ensemble contexts where they will be encouraged to take creative risks in their performance to experience self-growth. This is an X block music course that meets outside of the regular timetable.

BEGINNER GUITAR 9-12

The main objective of this course is to create an enhanced appreciation for music through playing the guitar. Students will also gain a better understanding of many different musical genres including classical, flamenco, blues, jazz, rock, and pop music. In this course, students will learn the basics of playing guitar at a beginning level through studying music notation, chord symbols, and strumming patterns. Students will gain skills with open chords, and finger techniques. Skills will be developed through guided practice, peer-modeling and individual and group work. This course is for students with little to no guitar experience. ***Course fee page 66.***

INTERMEDIATE GUITAR 9-12

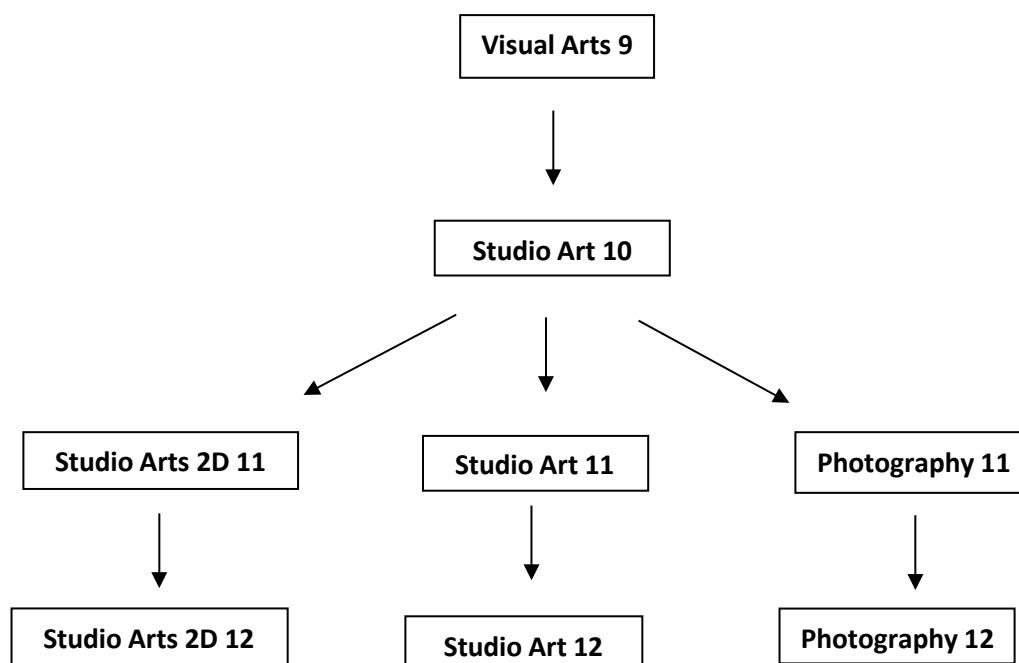
Intermediate Guitar builds upon concepts taught in Beginner Guitar. This course is designed for students who can navigate around a few basic chords and strumming patterns, and those wishing to expand their guitar technique. Beginner Guitar is not a pre-requisite. Barre chords and finger picking will be covered in addition to music notation, chord symbols, strumming patterns and music theory. Students will also gain a better understanding of many different musical genres including classical, flamenco, blues, jazz, rock, and pop music. Music composition will be an area of exploration throughout the course. Skills will be developed through guided practice, peer-modeling and individual and group work. ***Supplementary Fee for this course – see page 66.***

SENIOR GUITAR 11/12

Senior Guitar explores aspects of guitar performance, notation, composition, and technology. This course is designed for experienced guitar students who possess more than the basic skills. Beginner and Intermediate Guitar are not pre-requisites. Students in this course will learn skills in open and barre chords, advanced auxiliary voicings, strumming patterns, finger picking, improvisation, and altered tunings. A variety of repertoire will be studied with an emphasis on music theory and music history. Music composition will be an area of exploration throughout the course. Skills will be developed through guided practice, peer-modeling and individual and group work. ***Supplementary Fee for this course – see page 66.***

ARTS EDUCATION DEPARTMENT

VISUAL ART



Supplementary fees for art courses support the use of enhanced materials and artist quality supplies for art take-home projects and portfolio development.

EXPLORER 8 VISUAL ARTS

Visual Arts 8 Explore is a course that allows students to explore, communicate and reflect upon art concepts and learn techniques for creating 2-D and 3-D art forms. Students will participate in exercises and projects in drawing, painting, mixed-media, ceramics and sculpture. They will develop an understanding of the visual elements and principles of design, as well as techniques, strategies and sources of image development. They will further develop their art vocabulary and terminology related to mediums, materials, techniques and analysis skills. Students will learn how images reflect personal, social, cultural and historical contexts. In addition, students will develop confidence, discipline, decision making, problem solving skills and technical abilities. No previous experience or special talent is required for this course. The primary requirement for success is full participation and reasonable effort in class activities and projects. ***Supplementary Fee for this course – see page 66.***

VISUAL ARTS 9 & ART STUDIO 10

The Visual Art 9 and Art Studio 10 is a program that provides students with tools, techniques and thought processes necessary to create 2-D and 3-D artwork that demonstrates their creative, technical skills and develops critical thinking. It allows students to explore, communicate and reflect upon art concepts and build cross-cultural understanding of emotional expressions in art. Students will participate in exercises and projects in drawing, painting, ceramics, printmaking, mixed-media collage, and sculpture. Art history, contemporary Canadian art, First People's world views, history and stories will be incorporated into the various units. This course serves as an introduction to all senior level specialty art courses. ***Fee for this course – see page 66.***

ART STUDIO 11 & 12

The Art Studio course provides students with tools, techniques and thought processes necessary to create 2-D and 3-D artwork and explore different surface design techniques. Students will have the opportunity to create drawing, painting, sculpture, print making and mixed media projects to develop a range of art vocabulary, develop technical skills and learn to use different tools to examine a variety of contemporary issues. Students will be introduced to the elements and principles of design in reference to art history, First People's world views, indigenous art, and contemporary art practices to create and present personally relevant imagery in diverse media. They will gain an understanding of the influence of visual culture in social and other contexts. Students will express personal views and ideas and learn to critique and discuss their own work and the work of others. Students will develop critical thinking, planning and problem-solving skills. ***Supplementary Fee for this course – see page 66.***

STUDIO ARTS 2D 11, 12

The Studio Arts 2D course provides students with tools, techniques and thought processes necessary to create 2-D artwork. Students will create drawing, painting and mixed media projects to develop a range of art vocabulary, enhance technical skills and learn to use different tools to examine a variety of contemporary issues. Students will explore and develop skills in drawing and painting, express and examine personal views and ideas, gain an understanding of one's self and the world through art history, contemporary Canadian art, First Peoples world views, and involvement in a creative process. Students will develop visual literacy in order to make informed critical decisions in response to one's own and others' artwork. In addition, students will develop time management, planning and problem-solving skills in completing projects. ***Supplementary Fee for this course – see page 66.***

PHOTOGRAPHY 11

Photography 11 explores the art of producing images. Students will learn to take better photos and explore photography as a means of expression. Photography 11 introduces the basics of digital photography, from learning all the functions on a DSLR camera to understanding photocomposition. Topics such as composition, lighting, ISO, aperture, shutter speed and flash photography will be explored as well as some fundamentals in darkroom photography. Basic Photoshop techniques will be covered. This course is a project-based course and it is open to all Grade 10, 11 and 12 students. Advanced projects will be supported. ***Supplementary Fee for this course – see page 66.***

PHOTOGRAPHY 12

Photography 12 is a self-directed course that expands on the skill set students learned in Photography 11. Students will have an opportunity to develop their visual literacy and to create meaningful photographs on topics of their choice. Portfolio development will be encouraged. This course is for the student who is interested in Photography as either a career path or a hobby. ***Supplementary Fee for this course – see page 66.***



Career Education

CAREER LIFE EDUCATION 10

Career Life Education 10 (CLE 10) is a Ministry of Education required course for graduation.

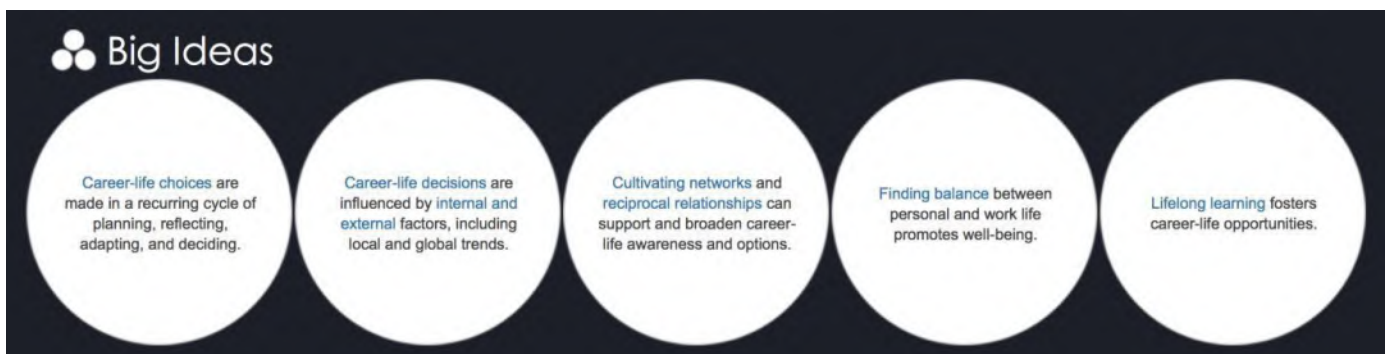
CLE 10 focuses on allowing students to gain a clear understanding of career-life development knowledge, skills, and strategies for their journey into adulthood. A person's career is considered their "journey" through life, and the Career Life Education curriculum offers students the opportunity to pursue this journey in personally meaningful and goal-oriented ways. Career-life development with intent is the ongoing process of self-discovery, growth in competence, and learning from experiences in educational, work-related, and personal life contexts.

Content

- 16 learning standards organized into 3 categories:
 - **Career-life development:** competencies of the educated citizen, self-assessment and reflection strategies, mentorship opportunities, well-being and personal and work life balance, ways to represent oneself, and workplace safety,
 - **Connections with community:** inclusive practices, personal networking and employment marketing strategies, and ways to contribute to community and society
 - **Career-life planning:** career-life development research, models of flexible planning and goal-setting, methods for organizing and maintaining authentic evidence, and local and global and market trends

Curricular Competency Development

- 12 Curricular Competencies under 4 curriculum organizers:
 - Examine, including personal and public profiles and the role of networks in career-life development
 - Interact, including collaborating with community and communicating about self in positive ways
 - Experience, including demonstrating respectful interactions and connecting experiential learning with career-life preferences
 - Initiate, including reflecting on initial career-life plans and developing preliminary public profiles



CAREER LIFE CONNECTIONS 12

Career Life Connections 12 and Capstone Project are the only Grade 12 BC Ministry of Education’s mandatory requirement to the Graduation Program. Between September and December, students complete CLC12. Then, Capstones are completed and presented before Spring Break.

Career Life Connections

This offering builds on the learning in Career-Life Education and focuses on applying career-life management knowledge, skills, and strategies to the student’s own personal life journey and planning for post-graduation. It includes flexibility for implementation across the secondary years, and does not have an assigned grade level and can be structured as one 4-credit or two 2-credit options.

Content

- 19 learning standards organized into 3 categories:
 - Personal career-life development: competencies of the educated citizen; reflection strategies; mentorship opportunities; self-advocacy to communicate strengths, values and interests; factors that shape identity and career-life choices; personal strategies to sustain well-being, and awareness of rights and regulations in the workplace
 - Connections with community: intercultural, leadership, and collaboration skills; career-life exploration beyond the classroom; and personal and public profiles to positively represent self in diverse face-to-face and digital contexts
 - Career-life planning: self-assessment to achieve personal goals; methods for organizing and maintaining authentic evidence; post-graduation planning in personal, education, and work life contexts; approaches to showcasing one’s learning journey; and capstone guidelines

Curricular Competency Development

- 13 Curricular Competencies under 4 curriculum organizers:
 - Examine, including connecting one’s own worldview and perspectives to personal values and actions, analyzing internal and external factors to inform personal post-graduation planning, and evaluating personal transferrable skills and strategies
 - Interact, including collaborating with a mentor; engaging with personal, education, and employment networks to cultivate post-graduation resources; creating personal and public profiles; and demonstrating inclusive and respectful interactions in multiple contexts
 - Experience, including identifying and applying preferred approaches to ongoing career-life development, and engaging and reflecting on a career-life exploration experience (substantive experiential learning beyond the classroom)
 - Share, including reflecting on the learning journey in and out of school; self-assessment of Core Competency development; and designing, assembling, and presenting a capstone

Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.	Career-life decisions influence and are influenced by internal and external factors , including local and global trends .	Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.	A sense of purpose and career-life balance support well-being .	Lifelong learning and active citizenship foster career-life opportunities for people and communities.
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CAPSTONE PRESENTATION

The Capstone Project showcases and celebrates a graduating student’s unique personal career-life learning journey and aspirations. Included are school and community experiences, strengths, mentorships and passions—all of which expand Core Competencies developed in CLC12: communication, health, finance and post-secondary options such as school, work and gap year, as well as skills such as organization, documentation, navigating apps or websites, networking and interpersonal relations. Unique reflections on their connections and plans are shared with younger students and one or more staff members. Presenting their Capstone is a rigorous learning opportunity which occurs after a student successfully completes Career-Life Connections 12; both CLC12 and Capstone are required for BC graduation.

CAREER RESOURCE CENTRE

The Career Centre is a resource for students interested in career planning and work experience opportunities. The Career Centre is centrally located in C103 across from the Counselling Office. The centre is run by the Work Experience Facilitator who works collaboratively with students, parents and businesses to maximize students’ opportunities when exploring possible careers after secondary school.

The centre commonly supports students in career exploration, finding volunteer opportunities, setting up work experience placements as well as supporting students in Explorers, Science Co-Op, Career Life Education, Career Life Connections, Work Experience 12A and 12B, and ITA Youth programs. The Work Experience Facilitator assists students in these programs in setting up work experience placements and career explorations, including “Mini Med” and other simulated career opportunities. The Careers Facilitator maintains a Careers Bulletin Board outside the careers office as well as a blog (<https://sutherlandcareercenter.blogspot.com/>) where various volunteer, career exploration, and hands-on opportunities are posted. The Careers Centre also provides pre-employment preparation and the necessary documents for work experience and volunteer placements.

Work Experience Facilitator 604-903-3500 ext 948

CAREER DEVELOPMENT PROGRAMS

The primary goal of work experience is to provide students with practical hands-on experience in the community to help students prepare for the transition to “life after high school”. Students gain an understanding of the range of career options available to them, while developing employability skills required in the workplace as well as technical and applied skills relating to specific occupations or industries. Other goals include helping students to:

- Connect what is learned in the classroom with the knowledge, skills, and attitudes needed in the workplace.
- Gain the knowledge, skills, and attitudes needed to be successful in the world of work.
- Develop job readiness skills for specific occupations and careers.
- Understand the similarities and differences in behaviour standards between the workplace and school.

Sutherland Secondary School Career Development Programs are:

- Work Experience 12A and 12B
- Youth Work in Trades
- Youth Train in Trades

If you are a community member who is interested in supporting our youth making connections between school and community, we would love to hear from you. We are always looking for opportunities such as job shadowing, community presenters, field trips/tours of business, and work experience placements. Please contact the work experience facilitator, if you or your company would be willing to support our youth. Internship/work experience 12a & 12b (4 credits each)

INTERNSHIP 12A & 12B (WORK EXPERIENCE 12A & 12B) (4 credits each)

These courses are designed to provide students with focused learning objectives in preparing for a safe work placement. Students develop the necessary skills to secure and maintain a job. Through work experience, students can observe, and practice employability skills required in the workplace, as well as technical and applied skills relating to specific occupations or industries.

A work placement may include hands-on work experience in a business, career mentoring with a professional, or volunteering with non-profit organizations. Students must first meet with the Work Experience Facilitator to organize a 100-hour placement that will reflect the individual student’s interests and passion. The required completion of 100 hours may include more than one placement. Examples of placements are: Science World, the RCMP Youth Academy, The Fashion Exchange, Grouse Mountain, a law office, post-secondary institutions, trades training, research facilities, and many more!

The Internship/Work Experience class is comprised of pre-placement classroom assignments, placement activities at a community worksite, and post-placement assignments. The Internship teacher and Work Experience Facilitator will work with students individually and in small groups to assist students with choosing and obtaining relevant and meaningful placements. For further information contact the Work Experience Facilitator at 604-903-3500 or visit the Sutherland Career Centre. Students in grades 10 to 12

wishing to participate in Work Experience should indicate MWEX-2A or MWEX-2B, if they have already taken 2A, in the electives space on their course request sheet. Work Experience (MWEX-2A) is part of the Science Co-Op program (see page 62). Students entering grade 10 may choose this program to gain valuable work-related experience.

YOUTH WORK IN TRADES (SSA)

The Youth Work in Trades program is a career-training program that provides students with the opportunity to begin their apprenticeship training while attending high school. There are over 150 apprenticeship trades in British Columbia. The Industry Training Authority (ITA) is the provincial organization that oversees apprenticeship training. More information is available on the ITA website www.itabc.ca. To qualify, a student must be: 15 years of age or older, working in a paid, part time position in an apprenticeable trade, Under the supervision of a qualified worker, and Registered with the ITA as a Secondary School Apprentice (SSA)

The student will receive 4 credits towards graduation for every 120 hours completed on the job site, to a maximum of 16 credits or 480 hours. Four credits will be given for each of: Secondary School Apprenticeship 11A, 11B, 12A, & 12B. On-the-job hours completed in high school will be applied to the total hours needed to complete an apprenticeship. Apprenticeship hours can be completed in several ways including after school, weekends, holidays, or in cases where it can be accommodated in the school timetable, during school time. Most trades require the commitment of either a full day or an afternoon.

If the student completes a minimum of 480 hours while in high school, attains a C+ average in their grade 12 year, and is still in an apprenticeship 6 months after graduation, they are eligible to apply to the Ministry of Education for the Secondary School Apprenticeship Scholarship valued at \$1,000 to help cover the cost of technical training after graduation. Additional information on apprenticeships can be found on the Industry Training Authority website: www.itabc.ca

YOUTH TRAIN IN TRADES

Youth Train in Trades is an industry-training program for high school students. Through an Accelerated Credit Enrolment in Industry Training (ACE IT) program, students can take courses that will give them credit towards both high school graduation and completion of an apprenticeship or Industry Training Program, also referred to as dual credit. Youth Train in Trades programs are developed and offered as partnerships between school districts and post-secondary institutions, and classes are often taught by a college instructor or a trades certified high school teacher using college or industry developed curriculum. Local employers also get involved in the development of Youth Train in Trades programs, and students who complete these programs typically have very good success in finding employment.

Students who successfully complete a Youth Train in Trades program will receive credit for at least level one of the technical training (in-class) component of the Industry Training Program. Through work experience placements, that are usually part of the program, students receive credit towards the on-the-job component of their training as well. That means students can have a significant head start on their post-secondary education by the time they finish high school— as well as gaining practical and in-demand skills. Entry Level Trades Training (ELTT) has been used to describe and label these programs in the past.

Enrolment in the Youth Train in Trades program is free; however, students may be required to cover the cost for tools or other items specific to working in a specific industry. Some of the Youth Train in Trades partnerships and programs Sutherland students have been part of include:

Vancouver Community College

- Auto Service Technician
- Auto Body Repair
- Auto Paint and Refinish

Vancouver School District

- Hairdressing

BCIT

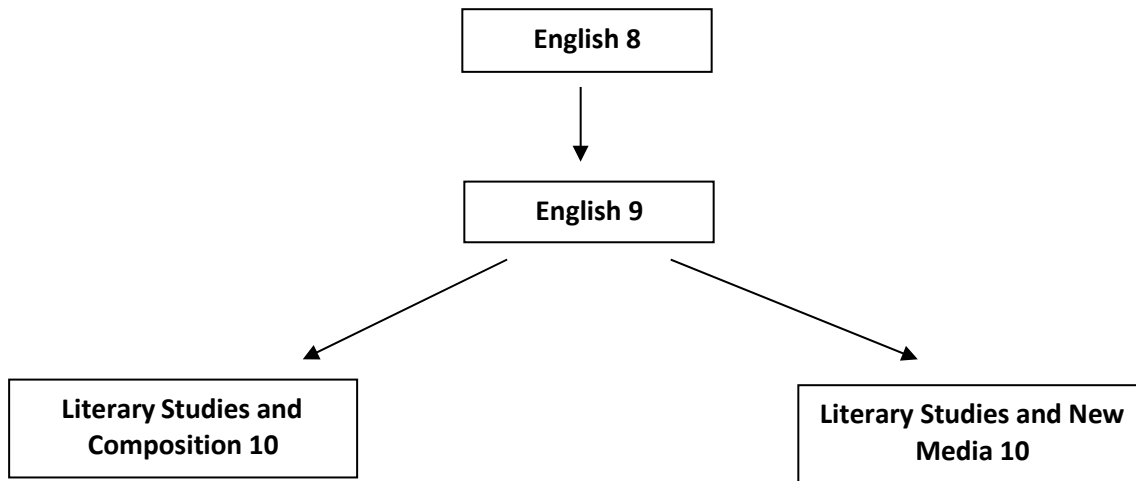
- Metal Fabrication
- Discover Trades Program
- Electrical (Construction)

West Vancouver School District

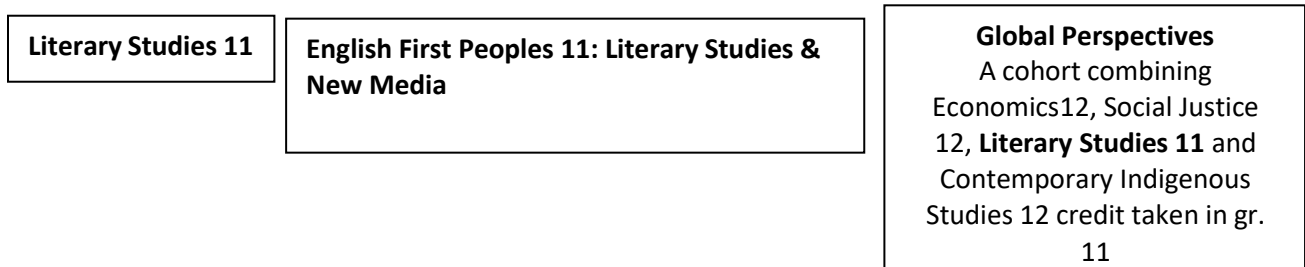
- Carpentry



English Language Arts



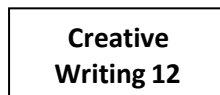
One of the following Grade 11 courses:



Gr. 12 students must take one of the following required Grade 12 courses:



Other senior English electives:



ENGLISH 8

In this course, students will develop their language skills and literary appreciation through creative exploration of a variety of texts. Students will have the opportunity to make connections between themselves, the community, the world at large, and texts. Students may respond to novels, short stories, poems, myths, non-fiction, and various forms of new media. Some practice in oral presentation is part of this course.

ENGLISH 9

Students will continue their development of language with new and increasingly complex opportunities to participate in a wide range of reading, writing, listening, speaking, thinking, and viewing activities. The focus in writing will be on expanding and organizing ideas and writing more complex sentences. Students will continue to master the paragraph and will move towards multi-paragraph writing. A deeper understanding of how students relate texts to themselves and the world around them will be emphasized. Students will continue to improve their critical thinking skills through academic discussion as well as media literacy.

LITERARY STUDIES 10

In Literary Studies 10, students will increase their literacy skills through the close reading of a variety of texts including novels, short stories, poems, non-fiction, and a full-length play. This course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world that help them to broaden their understanding of themselves and the world.

Additionally, Students will practice the writing process through more sophisticated formats, particularly the literary essay. Students will be required to study, analyze, and respond to what they read, view, and hear through writing, discussion, and oral presentation.

Much of Literary Studies will be spent on learning how context and form affect texts and their ultimate influence on our understanding of ourselves and others. The writing process will be practiced through more sophisticated formats, particularly the literary essay. Theme will be taught through a variety of texts: novels, short stories, poems, non-fiction, and a full-length play. Students will be required to study, analyze, and respond to what they read, view, and hear through writing, discussion and oral presentation.

Literary Studies 10 will be paired with one of the following strands from the English curriculum. Students will be able to choose their area of additional focus. Course offerings will be based on numbers.

COMPOSITION 10

Composition 10 allows students to develop their written communication by introducing them to varied structures, forms, and styles of compositions. Students have opportunities to individually and collaboratively study, create, and write original works, exploring audience and purpose.

They also develop their craft through processes of drafting, reflecting, and revising a variety of styles of writing including narrative, expository, descriptive, persuasive, and opinion pieces.

Students will have the opportunity to explore Composition through a variety of creative, critical, and persuasive writing projects.

NEW MEDIA 10

New Media 10 allows students to explore New Media through investigating the complexities of digital citizenship, critically analyzing a variety of media, and using diverse media to collaborate and communicate within and beyond the classroom. This course gives students the opportunity to demonstrate their understanding through a variety of digital and print media. Developing various writing skills will continue to

be a significant focus area of the course. Students will have the opportunity to explore New Media through investigating the complexities of digital citizenship, critically analyzing a variety of media, and using diverse media to collaborate and communicate within and beyond the classroom.

LITERARY STUDIES 11

Literary Studies 11 allows students to delve deeply into literature, making meaningful connections between texts, self, and the world with emphasis on thinking critically, creatively, and reflectively to explore a wide range of topics and perspectives. Students will read and view a variety of texts, including novels, short stories, poems, non-fiction, and a full-length play with more focus on critical analysis. A central theme of this course will be for students to recognize and appreciate how different structures and features of texts enhance and shape meaning. As this course will maintain a focus on practicing increasingly sophisticated forms of composition, students will be required to study, analyze, and respond to what they read, view, and hear through writing, discussion and oral presentation.

English First Peoples 11 - Literary Studies and New Media

EFP 11 Literary Studies and New Media combines the study of First Peoples Literature with an examination of the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. In addition to print and oral texts, this course will use a variety of forms of digital media to explore, analyze and respond to issues and themes relevant to identity, language, story, and digital citizenship. Students will work to recognize and appreciate how different structures and features of texts enhance and shape meaning, as well as to consider the social, cultural, geographic, and historical influences at play when a text - oral, written, digital, or visual - is constructed. As this course will maintain a focus on practicing increasingly sophisticated forms of composition, students will be required to study, analyze, and respond to what they read, view, and hear through writing, discussion, and oral presentation. While students who took New Media 10 or with an interest in texts by First Peoples authors may be interested in delving deeper within this strand, this course is open to all.

ENGLISH STUDIES 12

This is the required course for BC graduation; it will build on and extend students' previous learning experiences in Literary Studies 11 and the ELA 10 courses. Students will refine their ability to communicate effectively in a variety of contexts. They will explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews. Writing will emphasize formal and informal argumentation and persuasion with a continued focus on practical, grammatical, and stylistic skills. Deepened understanding of self and others in a changing world, as well as insight into the diverse factors that shape identity will be emphasized throughout the course, helping students to expand their understanding of what it means to be educated Canadian and global citizens.

ENGLISH STUDIES 12 & LITERARY STUDIES 12 (Cohort)

This course was formally known as Literature 12. If you enjoy English, this is twice the fun. English Studies 12 / Literary Studies 12 takes you from 1000 A.D., with Beowulf through to the twentieth century with a cultural and historical perspective on the greatest works of English literature. The course begins in September, fulfilling the requirements of English Twelve, but we immediately start working through some of the finest works in the Western Canon, ending in June. Explore the greats: sure, you've heard of Shakespeare, but what about Chaucer, Milton, Keats, T.S. Eliot, and Yeats? Learn about our history and our culture through literature. Discover how truly connected you are with bygone eras and people. You will live a much more enriched existence as a side benefit. Note that this is a full year course starting in September and ending in June.

Students receive credit for both English 12 and Literature 12.

CREATIVE WRITING 12

This is a class for students who love to write. The course is designed to develop students' writing abilities as they explore a range of writing styles (narrative, descriptive, and expository) for a variety of genres (one act plays, stories, poems, essays, and more). With each writing exercise, students will explore different strategies for pre-writing, drafting, and revising to find those that work for them. Frequent opportunities to reflect on and respond critically to their own and their peers' writing, as well as one-on-one teacher conferencing are also key features of the course. If you are a writer, this is the place to be; you are guaranteed to become more dexterous with your words, no matter what challenges you face in the future! This class works as a writing community; maturity is required. Both grade eleven and twelve students are welcome.



English Language Learners (ELL)

ELL teachers and counsellors place students in ELL courses according to their English ability. Students advance to the next level as their skills increase moving from level 1 (Beginner) to Level 5 (Bridging).

Levels 1 and 2 provide the basic English skills of listening, speaking, reading and writing to enable students to function within the Sutherland School environment.

Level 3 and 4 focus on giving students the necessary skills in reading, writing, listening and speaking needed for integration into academic courses at Sutherland, particularly English 10 and Social Studies 10.

ENGLISH LANGUAGE LEARNERS 8 – 12

ELL provides language instruction and support for Grade 8 – 12 ELL students who are in the Beginning, Developing and Expanding phases of language acquisition. Activities are designed to improve a student's level of listening, speaking, reading and writing English. The objective of these classes is to sufficiently improve students' English to allow them to move to BC Culture 10, Language Strategies 10, or the regular English language program. This is a non-credit course with no assigned percentage.

STUDIES IN BRITISH COLUMBIA CULTURE 10

This course develops the ELL student's ability to analyze and think deeply about the nature of human societies and our relationship to the environment and one another. The course will provide students with the reading, writing and oral skills necessary for active citizenship. It is recommended for Grade 10, 11, and 12 ELL students who are expanding and consolidating their English language skills. This is a credit course, with an assigned letter grade, taken before moving into the regular Social Studies program.

LANGUAGE STRATEGIES 10 - 12

This course is designed to enable students to learn strategies and extend skills in the main areas of reading, writing, listening, speaking and viewing. The focus will be on skills required in mainstream English courses. This course is recommended for Grade 10, 11, and 12 ELL students who are expanding and consolidating their English language skills. This is a credit course, with an assigned letter grade, taken before moving into the regular English language program.

ELL SEMINAR

This course is designed for ELL students who no longer require full time direct service. It runs concurrently with Language Strategies and/or BC Culture 10. ELL Seminar will enable students to extend their use of strategies and skills in listening, speaking, reading and writing needed to communicate across all the curricula. This is a non-credit course with no assigned percentage.

Grade 8 Explorer 8 Options

In Grade 8, students have the opportunity to experience unique elective areas in the Explorer Elective Rotation. The structure of this rotation is dependent on the number of students as well as the school-wide timetable. As it stands now, each pairing has two elective courses that each last for half a semester. Explorer 8 provides a breadth of opportunities for Grade 8 students to sample and see what they might like. Grade 8 will all take the Careers 8 pairing and then choose from the others. No matter if a student missed an elective in grade 8 or really enjoyed one – ALL are available as full courses for further study in grade 9 and beyond.

ALL students choose one option from each row below:

Visual Art & Careers

OR

Digital Literacy & Careers

OR

Woodworking & Careers

And one option from this row:

Drama & Coding

OR

Music & Metalwork

OR

Band

CAREER EXPLORATIONS 8

This course explores the career education curriculum through an overall theme of “*How we are connected.*” The course is not about identifying a particular career at this point in their education, but rather allows one to wonder what they could be by reflecting on strengths, interests, values and learning preferences and making the connection to how these individual traits can meaningfully contribute to the communities we work, live and play in. Through surveys, workshops, guest speakers, problem solving and teamwork games, design competitions, the famous *Show Off Presentations*, baking, the *Time Magazine Project* and a unique twist on identifying goals and motivating factors, students gain confidence in who they are and start to recognize the competencies and networking they may need to develop on their journey toward preferred future possibilities.

DRAMA 8

This is an introductory course designed to enhance students’ self-esteem, concentration, imagination, creativity and personal growth. Through a variety of activities, including theatre games, improvisation, voice overs, live commercials, and a storybook performance, students will learn how to collaborate productively while developing basic drama skills. Throughout the term, students will gain knowledge in theatrical language and an understanding of character expression through body and voice. The final performance is a group show with lighting, sound, costumes, props, and sets. Students can explore acting, backstage technical theatre, and directing as they continue on in the various Drama courses here at Sutherland.

METAL/ELECTRONICS

Metalwork and Electronics 8 is a course that will give students an introduction to two of the four course

options in the Tech Ed department. Students will be introduced to various tools, processes, and materials. They will make hands on metalwork projects such as a sheet metal box, and a ring. They will learn the functions and uses of electronic components and build circuits with them. With a focus on safety, tool skills and materials, students will improve their problem-solving ability through creative opportunities and projects. Students will be required to use systematic problem-solving techniques.

COMPUTATIONAL THINKING 8 – CODING

This is an introductory self-paced course designed to introduce the foundational concepts and skills in computer programming through project-based work in both the Scratch and Python programming languages. No prior computer programming experience is required. This course is designed for students to build their comfort with the basics of Scratch and Python coding before working on projects that will suit their developing ability levels. Students will learn about the design process through hands-on work and will be able to create projects involving games and other kinds of software design. Emphasis will be placed on problem-solving skills through breaking tasks down into a more manageable set of smaller sub-problems. The skills developed in class will also support analysis and understanding of many processes and relationships present in their academic course work, and this course is a great introduction to Information & Communications Technology courses that students can explore in later Grades.

VISUAL ART 8

Visual Arts 8 Explore is a course that allows students to explore, communicate and reflect upon art concepts and learn techniques for creating 2-D and 3-D art forms. Students will participate in exercises and projects in drawing, painting, mixed-media, ceramics and sculpture. They will develop an understanding of the visual elements and principles of design, as well as techniques, strategies and sources of image development. They will further develop their art vocabulary and terminology related to mediums, materials, techniques and analysis skills. Students will learn how images reflect personal, social, cultural and historical contexts. In addition, students will develop confidence, discipline, decision making, problem solving skills and technical abilities. No previous experience or special talent is required for this course. The primary requirement for success is full participation and reasonable effort in class activities and projects.

DIGITAL LITERACY 8

This course offers a sampler of the technology tools most fun and useful for school and beyond. Students enhance their typing and Microsoft Word, Excel, and PowerPoint skills to wow their teachers as well as explore Photoshop, GarageBand, coding, and website design to expand their creative and critical thinking. Every project has students follow the design cycle to produce the best possible product and allow for tons of personalized creative input. Additionally, students engage in discussions around online privacy and learn helpful online researching tips. This course is a great introduction to Information & Communications Technology, or Business Education courses that students can explore in Grades 9-12.

WOODWORKING 8

Woodwork and Drafting 8 is a course that will give students an introduction to two of the four course options in the Tech Ed department. Students will be introduced to various tools, processes, and materials. They will make hands on projects such as a model plane and gravity-powered race cars. They will learn to read and interpret technical drawings, then create some of their own. They will learn to sketch objects in different views and

projections. With a focus on safety, tool skills and materials, students will improve their problem-solving ability through creative opportunities and projects. Students will be required to use systematic problem-solving techniques.

MUSIC 8

Music 8 is an introductory course for which no musical experience is necessary. This survey course covers musical concepts such as beat, rhythm, evolution of form, and style. A heavy emphasis is placed upon popular genres of music such as pop, folk, rap, and rock. In this course, students will be taught basic piano technique, note reading skills, and right and left-hand fingering. Using classroom keyboards, students will apply these skills through the practice and performance of popular songs. Concepts of music composition will also be explored. Students will work both individually and collaboratively to create musical works. Self-reflection will be a key component in this course. Music 8 can accommodate students of all skill levels.

BAND 8

New band students of any level are welcome to join Band 8. This course will provide students with the opportunity to rehearse and perform a variety of music and musical styles. Students are asked to supply their own band instruments. This course allows students to enhance their music literacy through the creation, appreciation, analysis, and performance of music. Students will augment their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Emphasis will be on developing the students' technical facility and listening skills while striving to produce a cohesive and musical sound as an ensemble through collaboration and purposeful play. Performances at concerts are a mandatory part of this participation-based course.

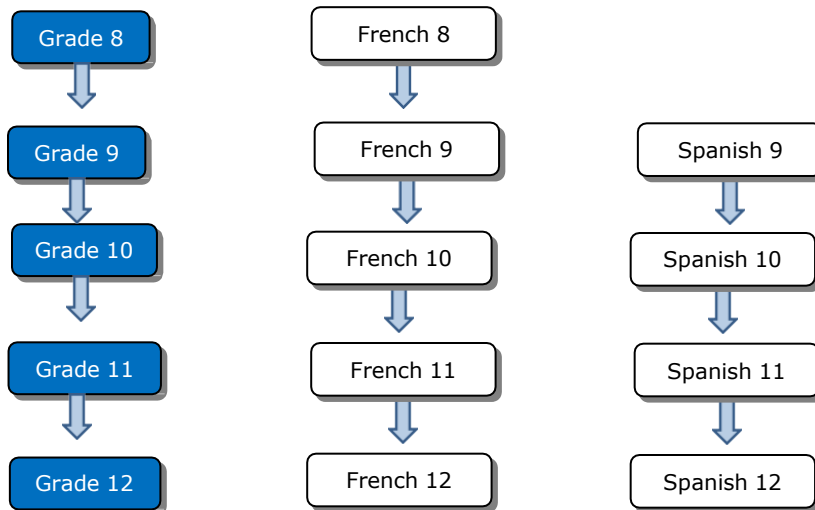
ADDITIONAL SUPPORTS:

Students taking a support block such as LAC or LSC will have access to that support for the entire year in X Block. Therefore, they can take all 3 pairings rather than French 8. Please contact the grade Counsellor to work with these instances.

Other notes: Several of the gr. 8 electives have supplementary fees. ***Supplementary Fee for this course – see page 66.*** Full year Jazz Band by audition available to grade 8's in Band. Other Music courses are available to students as a 9th course – outside of the regular timetable. See the Music section for more information.



Languages



CORE FRENCH PROGRAM

Becoming more proficient in French allows students to explore career, travel, personal growth, and study abroad opportunities. The Core French program from Grades 8 through 12 gives students a solid foundation for the lifelong process of acquiring a language. Some of the concepts covered include discussing and justifying opinions with nuance and clarity. Students learn that sharing feelings, opinions, and beliefs in French contributes to an identity as a French speaker. An appreciation of Francophone culture allows students to understand and explore global issues with greater awareness. Experiencing the creative works of other cultures helps students develop an appreciation of cultures worldwide. Students develop their skills in listening, speaking, reading, and writing.

FRENCH 8

Some of the skills developed in French 8 include: recognizing the relationship between pronunciation and meaning, using a variety of strategies to increase understanding, and asking questions and talking about familiar topics. Students will explore French creative works such as music, films, videos, and stories and they will learn about Francophone cultures around the world. Students participate in our individualized reading program where they read French books of their choice. Reading for pleasure is one of the most effective way for learners to acquire vocabulary, sentence structure, grammar, and spelling. Stories are an important vehicle for learning about language and culture and they are central to many cultural traditions, including First Nations' cultures. Students create, read, write, and tell stories in French.

FRENCH 9

In French 9, students will begin to participate in short conversations, they recognize the importance of story in personal and community identity and they create, read, write, and tell stories in French. They can people, objects, and personal interests, sequences of events, and express their needs on familiar topics. Students participate in our individualized reading program where they read French books of their choice. Reading for pleasure is one of the most effective way for learners to acquire vocabulary, sentence structure, grammar, and spelling. Stories are an important vehicle for learning about language and culture and they are central to many cultural traditions, including Indigenous cultures.

FRENCH 10

In French 10, students will learn to express themselves with growing fluency and will be able to ask and respond to a variety of questions, describe situations and daily events, and express their hopes, ambitions, and opinions. They will learn to appreciate regional variations in French and recognize how cultural identity is expressed through Francophone texts and creative works. Students participate in our individualized reading program where they read French books of their choice. Reading for pleasure is one of the most effective ways for learners to acquire vocabulary, sentence structure, grammar, and spelling. Stories are an important vehicle for learning about language and culture and they are central to many cultural traditions, including First Nations' cultures. Students create, read, write, and tell stories in French.

FRENCH 11

Some of the skills developed in French 11 include: appreciating regional variations in French, recognizing connections between language and culture, talking about everyday situations, responding to and interpreting a variety of texts, expressing oneself with growing fluency orally and in writing, sharing personal experiences and opinions, and making predictions. Students create, read, write, and tell stories. Students participate in our individualized reading program where they read French books of their choice. Reading for pleasure is one of the most effective ways for learners to acquire vocabulary, sentence structure, grammar, and spelling. Stories are an important vehicle for learning about language and culture and they are central to many cultural traditions, including Indigenous cultures.

FRENCH 12

In French 12, students learn to express doubts, wishes, possibilities and hypotheticals. They also learn to express and explain needs and emotions. They express, support, and defend opinions on a variety of topics of interest, and respond to the opinions of others. They use multiple forms of past, present, and future timeframes. They recognize that language and culture have been influenced by the interactions between First Peoples and Francophone communities in Canada. They create, read, write, and tell stories. They identify and explore opportunities to continue language acquisition beyond graduation. Even more, students read increasingly complex books as they continue in our individualized reading program where they read French books of their choice. Reading for pleasure is one of the most effective ways for learners to acquire vocabulary, sentence structure, grammar, and spelling. Stories are an important vehicle for learning about language and culture and they are central to many cultural traditions, including Indigenous cultures.

SPANISH 9

In Spanish 9, students will begin to recognize the relationships between Spanish letter patterns and pronunciations, derive meaning from a variety of texts, participate in short conversations, and create, write, tell, and read stories. Students will experience creative works such as songs, videos, films, Movie Talks, and even food. Students will learn about Hispanic culture from around the world. Students will also participate in our individualized reading program where they read Spanish novels of their choice. Reading for pleasure is one of the most effective ways for learners to acquire vocabulary, sentence structure, grammar, and spelling. Stories are an important vehicle for learning about language and culture and they are central to many cultural traditions, including First Nations' and Pre-Columbian cultures. Students will also recognize, discuss, and compare First Peoples' perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Hispanic culture.

SPANISH 10

In Spanish 10, students will use a growing number of strategies to derive and negotiate meaning, continue to create and narrate stories, and engage in short conversations to express themselves with growing fluency. Students will work in past, present, and future time frames to express themselves in writing and speaking. Students will respond to music, movie talks and videos, and have the chance to try traditional foods. Students also participate in our individualized reading program where they read Spanish novels of their choice. Reading for pleasure is one of the most effective ways for learners to acquire vocabulary, sentence structure, grammar, and spelling. Stories are an important vehicle for learning about language and culture and they are central to many cultural traditions, including First Nations' cultures. Students will continue to recognize how First Peoples' perspectives and knowledge create identities in communities and students will continue to explore how cultural identity is expressed through creative works in Spanish.

SPANISH 11

In Spanish 11, students will recognize how choices of words affects meaning, they will locate and explore a variety of authentic texts in Spanish, continue to express themselves and their opinions, narrate stories in a variety of ways; orally and in writing, and respond personally to a variety of works. Students will continue to answer questions asked to them daily to practice high-frequency questions and verbs. Students will respond to creative works such as videos, music, and Movie Talks, and have the chance to try authentic recipes. They will also participate in our individualized reading program where they read Spanish books of their choice. Reading for pleasure is one of the most effective ways for learners to acquire vocabulary, sentence structure, grammar, and spelling. Stories are an important vehicle for learning about language and culture and they are central to many cultural traditions, including First Nations' cultures. It is hoped that students will recognize connections between language and culture and begin to engage in experiences with Spanish-speaking people and communities.

SPANISH 12

In Spanish 12, students will continue to create and narrate stories orally and in writing, respond personally to a variety of texts, engage in conversations, and interact spontaneously in a variety of meaningful, real-life situations. It is hoped that students will express themselves effectively, with fluency and accuracy, orally and in writing to express doubts, wishes, possibilities, needs, emotions, and opinions on a variety of topics. Students will continue to answer questions daily to practice high-frequency verbs and questions. They will respond to creative

works such as films, music, Movie Talks, and authentic foods. Students also participate in our individualized reading program where they read Spanish novels of their choice. Reading for pleasure is one of the most effective ways for learners to acquire vocabulary, sentence structure, grammar, and spelling. Stories are an important vehicle for learning about language and culture and they are central to many traditions and cultures. It is important that students recognize First Peoples' perspectives and knowledge, and other ways of knowing in our community and communities in Latin America to gain understanding of Hispanic culture. It is hoped that students will engage in experience with Spanish-speaking people and identify and explore opportunities to continue language acquisition beyond graduation.



Learning Services

LEARNING ASSISTANCE CENTER PROGRAM (LAC)

Students are recommended for this support based on referrals by teachers, counsellors, and/or parents, and with the approval of the School Based Resource Team and Administration. LAC is a full year block outside the regular timetable. The amount and type of support a student receives depends on the learning needs of the student. Support may include receiving help with assignments in LAC during Tutorials, access to a separate setting during classes, support from Learning Services teachers in-class or with small group pull-outs, and individual skill-building as they pertain to their learning profile, including numeracy, literacy, and executive functioning skills.

Students in LAC can expect a focus on the following:

- discovering how to be a better learner based on their own individual learning style and learner profile
- practicing organizational skills such as time management, note-taking, agenda use, goal setting, etc.
- learning and remediating key literacy and numeracy skills
- developing good work habits, self-advocacy skills, and as well as building planning and organizational ability

While LAC provides individual work time and flexible time to work on students' other course work and learning goals, students are expected to participate in instruction designed to help them be more successful as learners. LAC classes may involve whole class instruction, group work, one-to-one support, and goal setting and planning. Students in grade 10, 11, and 12 can receive four credits for the successful completion of the course, if they choose to complete a portfolio of work that includes evidence of their individualized learning plans that is collected during their time in LAC.

LEARNING SUPPORT CENTER PROGRAM (LSC)

Students are enrolled in the Learning Support Classroom based on recommendations from teachers, counsellors, parents, and the approval of the School Based Resource Team and Administration. This program intends to provide necessary skills for individual success in academics, independent living, social-emotional and behavioural needs while aligning course work to each student's skill level and ability. Support provided can range from intensive work in an individual or small group setting, supported inclusion in regular classes, and alternate spaces for focus and self-regulation. Students in this program usually have a Ministry identification and an Individual Education Plan (IEP).

CHOICES

Choices is designed to support students with social/emotional and behaviour issues. Students receive assistance in recognizing and overcoming challenges that have caused barriers to their learning and have the opportunity to remain connected with, and belong to, their local school community.

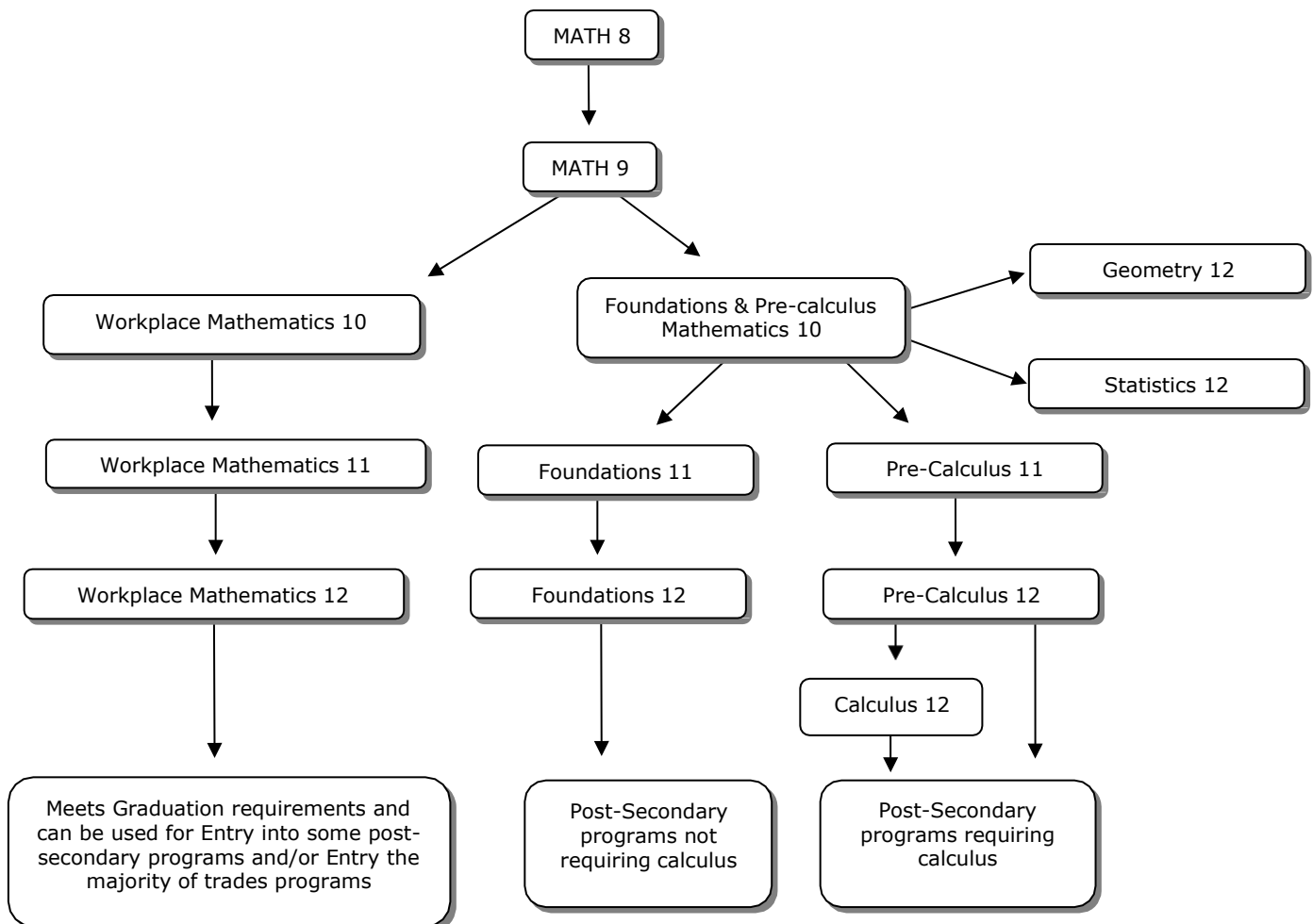
Students who are involved in the program may come to the Choices classroom for support in connection with a regularly scheduled class, may work on adapted curriculum in a specific Choices block or simply touch base with the Choices team outside of their regular schedule. Key to Choices is the partnership with regular classroom teachers, grade counsellors, School District counsellors, Choices staff, parents and community partners who collaborate, create and maintain a program of personalized, and individual support for students.



Mathematics

The basic aim of Sutherland Secondary School is to enable students to become numerate citizens whose logic and a variety of mathematical methods to solve problems. We strive to encourage students to recognize the importance of mathematics in their everyday life, to develop confidence in their ability to problem solve, to develop critical thinking skills and to enjoy doing mathematics!

The math curriculum includes 3 available pathways for students. The three pathways available are: Workplace Mathematics, Foundations of Mathematics, and Pre-Calculus. At the grade 10 level, a common Foundations of Mathematics and Pre-Calculus course is the starting point for both the Foundations of Mathematics and Pre-Calculus pathways. There are also 3 senior elective math courses. Geometry 12 and Statistics 12 can be taken after completing FPC Math 10. Calculus 12 can be taken in conjunction with PC Math 12 and is highly recommended for students interested in taking post-secondary studies in a discipline that requires the study of mathematics. When choosing a pathway, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.



MATHEMATICS 8

This mathematics course is designed to develop numeracy skills by combining mathematical knowledge, communication skills, problem solving, connecting ideas, reasoning, mental math, estimation, visualization, and the use of technology. Students will construct their own meaning out of mathematics, understand math in meaningful contexts, and learn to move from concrete to abstract ideas by linking concrete, pictorial, and symbolic concepts. Students who have above-average ability are encouraged to participate in the Mathematics contests.

MATHEMATICS 9

This mathematics program continues to develop the math concepts and thinking skills from the grade eight curriculum. Students will hear and provide explanations, draw to represent their thinking, engage in experiences with concrete materials, visualize, and discuss their thinking with others in order to create deeper understanding. Students will learn to be investigative thinkers, and will build perseverance through solving challenging problems. Students who have above-average ability are encouraged to write Mathematics Contests.

WORKPLACE MATHEMATICS 10

This course fulfills the math 10 graduation requirement and is designed to provide students with the mathematical understandings and critical thinking skills identified for a variety of post-secondary options such as entry into some trades or entry into a variety of post-secondary programs. Institutions with programs include, but are not limited to, Capilano University, Kwantlen Polytechnic, BCIT, Douglas College and others. Topics include: creating, interpreting and critiquing graphs; primary trigonometric ratios; metric and imperial measurement and conversions; surface area and volume; central tendency; experimental probability; financial literacy (gross and net pay).

FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in both humanities and the sciences. Topics include: operations on powers with integral exponents; prime factorization; functions and relations (connecting data, graphs, and situations); linear functions (slope and equations of lines); arithmetic sequences; systems of linear equations; multiplication of polynomial expressions; polynomial factoring; primary trigonometric ratios; financial literacy (gross and net pay). Students who have above-average ability are encouraged to participate in the Mathematics contests and to consider enrolling in FPC Enriched 10.

FOUNDATIONS MATH & PRE-CALCULUS 10 ENRICHED

The topics covered in this course are the same as in Foundations of Mathematics and Pre-Calculus 10. Students will be exposed to the topics at a higher level of difficulty, enrichment activities, and presentations. Foundations of Mathematics and Pre-Calculus 10H students will write the same unit tests and final exam as students enrolled in the Foundations of Mathematics and Pre-Calculus 10. We encourage students to participate in Mathematics contests.

WORKPLACE MATHEMATICS 11

This course fulfills the math 11 graduation requirement and is designed to provide students with the mathematical understandings and critical thinking skills identified for a variety of post-secondary options such as entry into some trades or entry into a variety of post-secondary programs. Institutions with programs include, but are not limited to, Capilano University, Kwantlen Polytechnic, BCIT, Douglas College and others. Topics include: financial literacy (personal investments, loans, and budgeting); rate of change; how probability and statistics are used in different contexts; interpreting graphs in society; 3D objects (angles, views, and scaled diagrams)

FOUNDATIONS OF MATHEMATICS 11

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies that don't require the study of Calculus. Topics include: forms of mathematical reasoning; angle relationships; graphical analysis of linear inequalities, quadratic functions, systems of equations, optimization; applications of statistics; scale models; & financial literacy (compound interest, investments and loans).

PRE-CALCULUS 11

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies that do require the study of theoretical calculus. Topics include: real number system; powers with rational exponents; radical operations and equations; polynomial factoring; rational expressions and equations; quadratic functions and equations; linear and quadratic inequalities; trigonometry of non-right triangles and angles in standard position; financial literacy (compound interest, investments, loans).

FOUNDATIONS OF MATHEMATICS 12

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies that do not require the study of theoretical calculus. Topics include: geometric explorations (constructions, conics, fractals, graphical representations of functions (polynomial, logarithmic, exponential, and sinusoidal), regression analysis, combinatorics, odds, probability, and expected value, financial planning.

PRE-CALCULUS 12

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies that require the study of calculus. Topics include: transformations of functions and relations, exponential functions and equations, geometric sequences and series, logarithms (operations, functions, and equations), polynomial functions and equations, rational functions, trigonometry (functions, equations, and identities).

CALCULUS 12

This course will introduce the study of limits, derivatives, calculus applications, and integration. The Mathematics Department strongly recommends students planning to enroll in a first-year calculus course at a college or at a university enroll in Calculus 12. Feedback from the universities and colleges indicates first year students with Calculus 12 perform better in first year Calculus (i.e.: more likely to pass).

STATISTICS 12

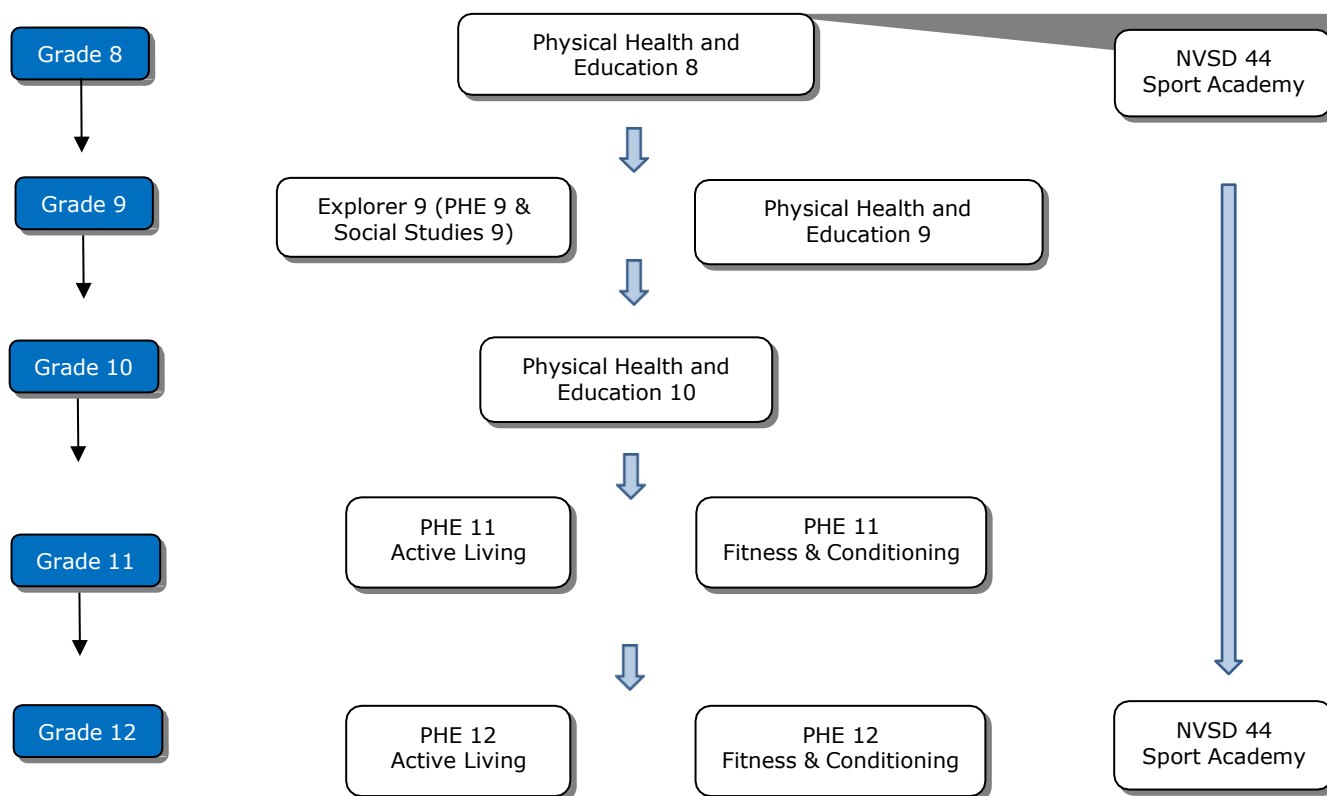
This course will introduce the study of statistics. Topics include: role of statistical thinking in research and the scientific method; observational and experimental studies; common graphical representations of variation; use of summary statistics to describe variation; association between two variables; probability models for variation; intuition and appreciation of inferential concepts, such as confidence intervals and hypothesis tests; use of software and technology to enhance statistical ideas; communication of statistical findings. Statistics 12 is offered alternate years to Geometry 12 and is offered in the odd years (2023, 2025, ...)

GEOMETRY 12

This course will introduce the study of geometry. Topics include: geometric constructions; parallel and perpendicular lines (circles as tools in constructions, perpendicular bisector); circle geometry; constructing tangents; transformations of 2D shapes (isometries, non-isometric transformations); non-Euclidean geometries. Geometry 12 is offered alternate years to Statistics 12 and is offered the even years (2022, 2024, ...)



Physical Health & Education



PHYSICAL & HEALTH EDUCATION 8

Physical and Health Education classes emphasize the acquisition and development of new skills that are applied to health and active living concepts. The course objective is to develop an understanding of physical literacy principles, healthy living concepts, and develop familiarity with a variety of physical activities available in our school and community. Students are encouraged to cultivate positive attitudes towards physical fitness and various aspects of healthy living, as they explore mental wellness, sexual health, and healthy relationships. Students will collaborate and participate in units such as basketball, volleyball, soccer, minor games, touch football, striking and fielding games, badminton, and dance to build social and community health. The course fee is utilized to supplement the curriculum by covering the costs associated with inviting in multiple instructors, for activities such as yoga, self-defence, and dance. The course fee is also utilized to provide experiential learning for our junior students that are provided in our community and surrounding area. **Supplementary Fee for this course –see page 66.**

PHYSICAL & HEALTH EDUCATION 9

Physical and Health Education classes emphasize the acquisition and development of new skills that are applied to health and active living concepts. In grade 9, students will further their understanding of physical literacy principles, healthy living concepts, and familiarity with a variety of physical activities available in our school and community. More complex rules, routines, and increased personal and social responsibility are emphasized and assessed regularly. Students will continue to cultivate positive attitudes towards physical fitness and various aspects of healthy living, as they explore decision making, communication, healthy relationships and sexuality. The Mental Health Literacy curriculum is taught in a 3-day conference format. Students will collaborate and participate in units such as basketball, volleyball, soccer, minor games, touch football, striking and fielding games, badminton, and dance to build social and community health. The course fee is utilized to supplement the curriculum by covering the costs associated with inviting in multiple instructors, for activities such as yoga, martial arts, and dance. The course fee is also utilized to provide experiential learning for our junior students that are provided in our community and surrounding area. ***Supplementary Fee for this course – see page 66.***

PHYSICAL & HEALTH EDUCATION 10

The objectives of the Physical and Health Education 10 curriculum are to give students an ongoing awareness of, and appreciation for, the benefits of physical activity. Students will participate in activities that benefit a healthy lifestyle and apply more complex principles of fitness. Leadership competencies continue to be encouraged, and collaboration with all classmates is required. Students will continue to cultivate positive attitudes towards physical fitness and various aspects of healthy living, as they explore decision making, motivation, sexual health and mental health. Students will analyze barriers to physical activity in their continued exploration of social and community health. They will build upon responsibility by increasing their mentorship and acquisition of skills required in emergency situations. Students will continue to collaborate and participate in units such as basketball, volleyball, soccer, minor games, touch football, striking and fielding games, badminton, and dance. The course fee is utilized to supplement the curriculum by covering the costs associated with inviting in multiple instructors, for activities such as yoga, martial arts, archery tag, and dance. The course fee is also utilized to provide experiential learning for our junior students that are provided in our community and surrounding area. ***Supplementary Fee for this course – see page 66.***

PHYSICAL & HEALTH EDUCATION 11/12 ACTIVE LIVING

The PHE 11/12 Active Living course emphasizes that physical activity is an important part of overall health and well-being, while helping students find enjoyable recreational activities to help motivate them to participate in regular physical activity. The idea of promoting lifelong participation in physical activities is explored by emphasizing safety and injury prevention. The course fee is utilized to provide experiential learning for our senior students through a number of activities outside of the school setting. Identifying and accessing the different activities provided in our community and surrounding area is an essential aspect of this course. ***Supplementary Fee for this course – see page 66.***

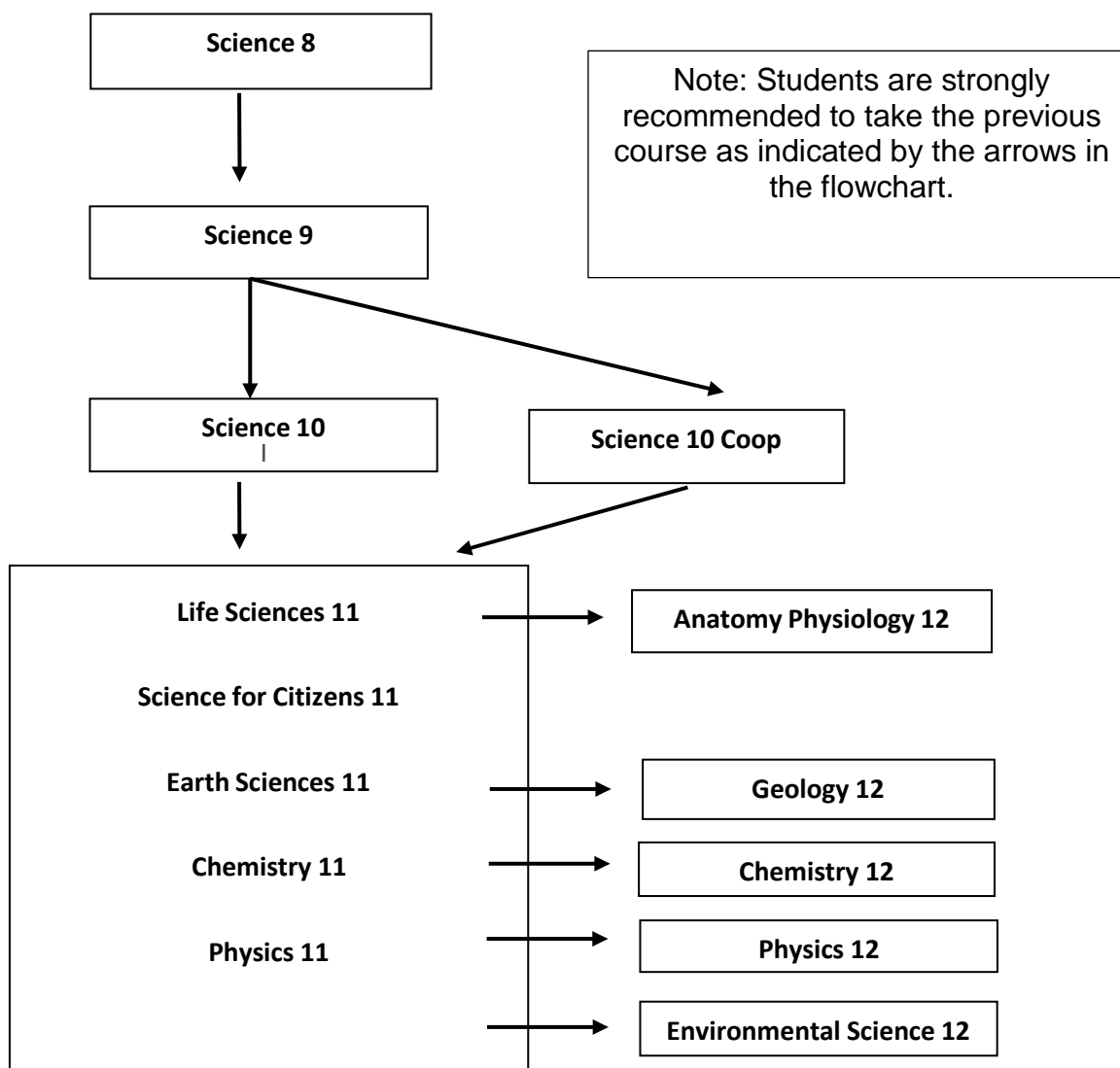
PHYSICAL & HEALTH EDUCATION 11/12 FITNESS AND CONDITIONING

The PHE 11/12 Fitness and Conditioning course focuses on personal fitness and how it can be maintained or enhanced through participating in a variety of activities at different intensity levels. Students learn how their bodies move and function as well as the impact of different training guidelines and techniques on their ability to reach personal health and fitness goals. Ultimately, students learn that making healthy choices can help them reach their personal health and fitness goals. The course fee is utilized to provide experiential learning and/or specialized instruction for our students through potential activities outside of the school setting or having guest instructors provide expertise in specific areas. ***Supplementary Fee for this course – see page 66.***



Science

Department



SCIENCE 8

Welcome to High School Science! Science 8 is an introduction to the nature and processes of science. In this course, our focus is on biology (cells, microorganisms, and immunity), chemistry (atoms & kinetic molecular theory), physics (electromagnetic radiation and light), and earth science (plate tectonics). We focus on the skills of a scientist such as questioning & predicting, planning & conducting experiments, collecting and analyzing data and information. We use scientific inquiry as a way of investigating your questions about the natural world. First Peoples knowledge and a place-based perspective are embedded throughout the course. The skills we build in this course will be used in an independent “science fair” term long project in which students will design and undertake a scientific experiment on a topic of the student’s choice.

SCIENCE 9

As we continue our journey to develop our skills in the nature and processes of science, Science 9 focuses on biology (cells, DNA & reproduction), chemistry (elements & atomic theory), physics (electricity), and earth science (energy cycles, matter cycles & sustainability). We will extend our use of scientific inquiry and develop our ability to work safely and with skill in a laboratory environment. First Peoples knowledge and a place-based perspective are embedded throughout the course.

SCIENCE 10

In this course, we extend our skills and understanding of the nature of science and the content from science 8 and 9. Our focus is on the big ideas of biology (DNA, biotechnology & genetics), chemistry (compounds & reactions), physics (types of energy & transformation), and space science (Big Bang Theory & cosmology). The content at the grade 10 level will help us make informed decisions about science courses at the grade 11 level. Our goals in this course also include scientific reasoning, inquiry, and scientific research. First Peoples knowledge and a place-based perspective are embedded throughout.

SCIENCE CO-OP 10 (8 CREDITS - SCIENCE 10 + CLE 10 + WORK EXPERIENCE 12A)

Co-op 10 (SCOOP) is a cross-curricular course that integrates Science 10 with career-related work experience and CLE 10. All three courses are taught during two classes of a semester – the science and CLE components will take place in class time, and the Work Experience takes place, in part, outside of school hours. The 100 hours of job shadowing take place off-site and partially outside of the regular timetable. Work experience opportunities allow students to make authentic connections both with our local community and society. Our focus in science is on the big ideas of biology (DNA, biotechnology & genetics), chemistry (compounds & reactions), physics (types of energy & transformation), and space science (Big Bang Theory & cosmology). Through Career Life Exploration, we will engage in self-discovery, learning from experiences in school, work, and personal life contexts. First Peoples knowledge and a place-based perspective are embedded throughout. Past students say that SCOOP provides a learning atmosphere where all students are trying to excel, and affords tremendous insight into their own personality, intelligence, and skills. “In SCOOP, you learn more about yourself and others than anything else.”

CHEMISTRY 11

Chemistry is the central discipline that connects the branches of science, since matter and its reactions affect every aspect of our world. A strong basis in chemistry is useful for all science pathways. Chemistry 11 focuses on five big ideas (Atoms and Molecules, Organic Chemistry, The Mole, Chemical Reactions and Solubility) and Curricular Competency Development. Lab investigations illustrate our core concepts, mathematics demonstrates chemical relationships and students will establish some new lab techniques and skills. First Peoples knowledge and a place-based perspective are embedded throughout. It is recommended that students have a comfortable background with math and science and a C+ average in science 10 to enter this course. *Hebden Chemistry 11 workbook will be provided to students like a textbook or they may choose to purchase it if they want to write in it and keep it at cost of approximately \$22.00*

EARTH SCIENCES 11

Earth science 11 examines the physical world we live in. The five big ideas in Earth Science focus around Plate Tectonics, Geology of Earth, our interaction with the Atmosphere and Climate, Water, and formation of the Solar System. In our geology units, we explore rocks and minerals, the processes that shape our planet, and the geological history of Earth. In our space units, we investigate the mysteries of space and developments in space exploration. This course involves field work, lab activities, and projects. Its content is more descriptive than mathematical, making it a great choice for students whose math skills are still developing. First Peoples knowledge and

a place-based perspective are embedded throughout. Earth Science is recognized as a grade 11 science for university entrance.

LIFE SCIENCES 11

In Life Sciences 11, we study the organisms living today and in the past and how they relate to one another. We dig into the interactions and development of microorganisms, plants, animals and fungus. Through lab activities, field experiences and project-based learning, we investigate how different organisms fulfill their life functions, for example, exchanging materials, responding to the environment, and reproduction. We investigate principles such as classification, interactions with other organisms, homeostasis, structure-function, ecosystem analysis, and evolutionary patterns. Life Sciences 11 involves very little math and a whole lot of vocabulary! First Peoples knowledge and a place-based perspective are embedded throughout. This course teaches fundamental concepts needed in future biology courses, in both the high school and post-secondary setting.

PHYSICS 11

The course has been intended as a direct replacement of two previous courses: Applications of Physics 11 and Physics 11. It has been developed around four big ideas (Motion, Forces, Energy, and Mechanical Waves) and Curricular Competency Development. It serves as the basis for deeper study of topics at the grade 12 level as well as a foundation for many post-secondary courses in science, engineering and kinesiology. An introduction to scalars and vectors, as well as skill development in lab inquiry, error analysis and critical thinking are emphasized. Topics such as projectile motion, Newton's laws of motion, behaviour of waves and thermal equilibrium are included. Electrical circuits have been reintroduced, but optics, nuclear physics and special relativity have been removed. First Peoples Knowledge is to be integrated throughout the course. A suggested C+ in science 10 is recommended.

SCIENCE FOR CITIZENS 11

This course is designed with a practical lens toward science knowledge and safety. We look at everyday uses of science and technology from a hands-on point of view. The big ideas of this course look at science from the home/personal, local/workplace and from a global view. Some of the following topics will be covered: household chemistry, forensics, health, environment, computer use, building, outer space and transportation. Assessment focuses heavily on class activities and investigations; there are very few traditional tests in Science for Citizens 11. First Peoples knowledge and a place-based perspective are embedded throughout.

***This course is a ministry approved course and can be used towards graduation. However, this course is not an acceptable science 11 credit for UBC and SFU admissions at this time. Most suitable for students who do not plan to pursue university studies straight after high school, or for students who plan to take another science 11 course, but may also be interested in these topics.*

ANATOMY AND PHYSIOLOGY 12

The study of how your body and mind work. The Anatomy and Physiology focuses on three big ideas: homeostasis (balance of systems in the human body), DNA, and human organ systems. This course explores the most important subjects of all: you (and how your body functions and responds). Included is an intensive anatomical dissection, as well as experiential inquiry of human physiology, including heart rate and biochemical reactions. In addition, Bio 12 integrates health & wellness into our study of human body systems. First Peoples knowledge and a place-based perspective are embedded throughout. Experience of Chemistry 11 is recommended. *Optional: Biology 12 Study Guide: At cost (approximately \$25.00)*

CHEMISTRY 12

Welcome to the “why” of chemistry! Chemistry 12 delves deeper into the central principles governing chemical interactions. More challenging, more theoretical and more intriguing than Chemistry 11 – topics include the big ideas (Reaction Kinetics, Equilibrium, Saturated Solutions, Acid/Base Chemistry and Oxidation/Reduction Reactions) and Curricular Competency Development. This course is a requirement for several university programs. First Peoples knowledge and a place-based perspective are embedded throughout. It is strongly recommended that students have at least a C+ grade in chemistry, a strong math background and enjoy laboratory work. *Hebden Chemistry 12 workbook will be provided to students like a textbook, or they may choose to purchase it if they want to write in it and keep it at cost of approximately \$22.00*

ENVIRONMENTAL SCIENCE 12

Environmental Science 12 focuses on how human actions affect the quality of water and its ability to sustain life. The course will explore changes in the global climate system, sustainable land use as well as how to live sustainably. Sustainability is essential to meet the needs of a growing population, and it supports the well-being of self, community and Earth. The course will focus on questioning, discovering, problem-solving, and communicating through project-based learning. First Peoples knowledge and a place-based perspective are embedded throughout.

GEOLOGY 12

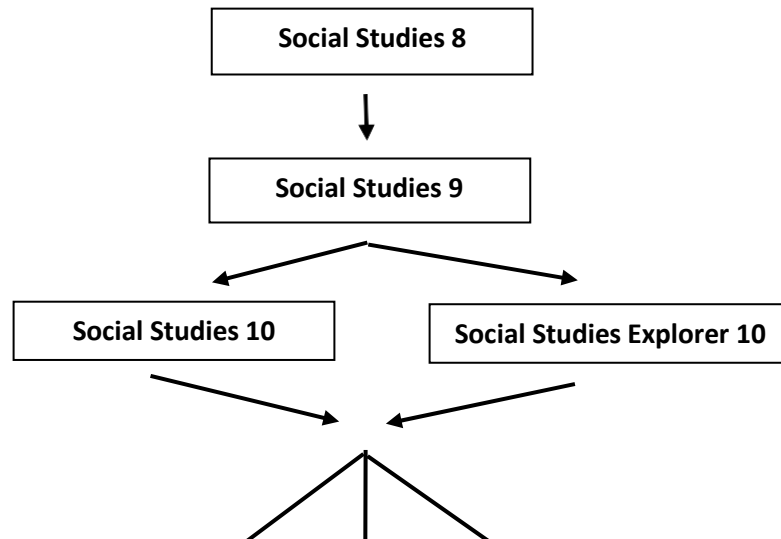
Rock out to Geology 12! Geology 12 uses hands-on guided inquiry and scientific reasoning to explore the big ideas of Earth Materials, Plate tectonics, Surface and Internal Processes, Geologic History, and Physical Geology (deformation and mapping). In addition, students will explore and interpret ancient environments through the study of fossils, rocks, and other geological processes. Particular attention will be given to British Columbia’s local geology. First Peoples knowledge and a place-based perspective are embedded throughout.

PHYSICS 12

The course has been intended as a direct replacement of two previous courses: Applications of Physics 12 and Physics 12. It is also developed around four big ideas (Motion measurements; Forces in linear and circular motions; Forces and energy within fields; Momentum conservation), and Curricular Competency Development. Students build upon their knowledge and skills developed in Physics 11, including those in lab inquiry, error analysis and critical thinking, with emphasis also placed on the two-dimensional vector nature of motion, momentum and statics. Several new topics are introduced (circular motion, relative motion, special relativity), along with an inquiry into the nature of forces and fields in gravity, electricity and magnetism. First Peoples Knowledge is to be integrated throughout the course. A suggested C+ in Physics 11 is recommended.



Social Studies



Students need at least one senior social studies course to complete graduation requirements. The Social Studies department recommends students enroll in courses listed in Box 2 prior to enrolling in the courses listed in Box 3, in order to develop the necessary skills and background knowledge to fully participate and benefit from the senior level courses.

Global Perspectives

Cohort combining Economics 12, Social Justice 12, Literary Studies 11 and Contemporary Indigenous Studies 12 taken in gr. 11

Box 2: Recommended for Grade 11

BC First Peoples 12*
Comparative Cultures 12
Social Justice 12
Contemporary Indigenous Studies 12*
Social Studies Explorations 11

Box 3: Recommended for Grade 12

Philosophy 12
20th Century World History 12
Law Studies 12

*Meets Graduation Requirement for 4 credits in a course with a an Indigenous content Focus

SOCIAL STUDIES 8

This course reinforces the idea that distinctive cultures develop in response to a variety of factors and that contact between peoples can result in significant political, social and cultural change. Topics covered may include the development of the early civilizations of China, India, Japan, and/or Africa, world religions the Middle Ages, the Renaissance and Reformation, the Age of Exploration, the early colonization of North America, and the impact of colonization on the First Nations peoples of Canada. The basic assumption underlying all Social Studies courses is that history and geography will be taught in an integrative manner and meaningful connections will be made to current events.

SOCIAL STUDIES 9

This course builds on the concepts introduced in grades 7 and 8. Students will examine how societies are affected by emerging ideas and ideologies, the physical environment, and the disparity in power among different groups. Topics covered may include the American Revolution, the French Revolution, Napoleon, and Canadian History from approximately 1812 to the WWI era. Geographic knowledge will continue to be integrated with the study of history. The discussion of current events is integral to this course.

SOCIAL STUDIES 10

Grade 10 Social Studies furthers the study of contemporary Canada introduced in grade 9. The focus at the grade 10 level is government, politics and recent Canadian history. In addition, students will examine Canada's relations with the rest of the world. The transition to a global perspective will be made through an investigation of such major concerns as population growth, the distribution of resources, and the impact of industrialization and technology on modern society. Geographic knowledge and skills previously acquired are reinforced and expanded. The discussion of current events is considered to be integral to this course.

SOCIAL STUDIES EXPLORER 10 – Social Studies 10 + Outdoor Education 10 + Choice between Career Life Education 10 Online OR Physical Health Education 10 Online

The Explorer Program is an outdoor education program that strives to develop student skills, intellect and personal growth through relevant environmental and experiential learning. The goal of the program is to foster respectful, responsible environmental citizens who understand the historical roots of Canada and have an appreciation for various outdoor pursuits. Through the combination of social studies and outdoor education curriculums, students will be challenged to debate, lead and problem solve. Students will participate in field trips, community service and overnight camping trips. All grade 9 students are welcome to apply to the program. Successful applicants will have completed an application questionnaire, a student essay and have displayed a positive record of social interaction and academic performance. Upon completion of the program students will receive credit for Social Studies 10, and Outdoor Education 10, and Career Life Education or Physical Health Education online. Explorer students will also be participating in a 30hr Work Experience Placement with the option of taking Work Experience 10 for course credit with the completion of additional hours. **See Mr. Aw-Yong in D201 for registration form or forms can be found here <https://rb.gy/xoi2x3>. Space is limited and eligible students will be entered into a lottery for placement.**

Participants in the Explorer program take part in a variety of outdoor challenges that include, but are not limited to, paddle boarding, sailing, scuba diving, back country camping, cross country skiing and the UBCropes course. These activities have a cost associated with the venue, the guides, and transportation costs. Part of the Explorer fee also goes to maintaining and purchasing shared use camping equipment (tents, stoves, sleeping pads,

backpacks, water filtration systems and sleeping bags) and other consumables (propane, water filtration tablets, first aid equipment). A detailed budget will be presented to students and guardians of successful applicants at the first parent meeting. **A Supplementary Fee** - will be assessed for optional field trips (approx. \$540-560)

EXPLORATIONS IN SOCIAL STUDIES 11

This course provides students with a diverse sampling of some of the senior social studies electives. Units of study include an introduction to Comparative Cultures, BC First Peoples, Genocide studies, and Philosophy. Through collaborative and discussion-based activities, as well as video projects and films, students will understand that value systems and belief systems shape the structures of power and authority within a culture and determine common perceptions of “truth”. In order to understand this “Big Idea”, students will tackle traditional definitions of civilization, analyze claims of genocide denial, evaluate the lasting impacts of colonialism in Canada, and assess the nature of truth and reality. It is strongly recommended that students take this course prior to other senior social studies electives in order to round their understanding of historical and global issues, as well as to gain a firm footing in the Social Studies curricular competencies such as inquiry, interpreting research data, analyzing primary sources, and composing persuasive essays based on historical evidence.

SOCIAL JUSTICE 12

Traditionally, power and wealth in societies has been located in the hands of the few. Much social justice work has been done to establish a baseline of human rights so that historically disadvantaged demographics have access to the same rights and freedoms enjoyed by groups of privilege. Despite this, there are still significant social inequalities between the sexes, racial groups, and the rich and poor. In addition, global markets and globalization continue to widen the gap between the “have” and “have not” countries. For these reasons and more, studying social justice and exploring opportunities to promote social change has never been more important. This course will look at the causes and consequences of oppression and social injustice, both in Canada and globally. With documentaries, debates and action research projects, this course seeks to engage and challenge students to become ethical and socially responsible, global citizens.

BC FIRST PEOPLES 12: This course examines the place and roles of indigenous people in shaping the past and future of British Columbia and Canada, how contact and colonialism continues to affect the lives of B.C. First Peoples, and the ways in which colonialism has been resisted and challenged. Using critical thinking, creative insight, and their current knowledge, students will be provided with opportunities to collaborate, investigate, problem-solve, communicate, discover and increase their understanding of the history and culture of BC First Peoples through conversation, story, and experience.

Topics included in the course: the vital role of oral tradition as well as an ongoing connection to the land; traditional territories and ways of life; the diversity, richness and resiliency of BC First Peoples revealed through cultural expressions; the political, social and economic impact of contact and colonialism; and the ways in which BC First Peoples have challenge and resisted ongoing colonialism through self-governance, leadership, and self-determination. This course is available to students in grades 11 and 12 and meets the graduation requirement for a senior social studies course as well as the graduation requirement for a course with an Indigenous Focus. Recommended prerequisite: Social Studies 10.

CONTEMPORARY INDIGENOUS STUDIES 12

This course will explore some of the dominating and controversial themes in the last two centuries as they pertain to indigenous people. Students will learn about the “resilience and survival of indigenous peoples in the face of colonialism” starting locally and expanding globally. The course will bring to light identify and

language revitalization programs and their significance for various Canadian Indigenous groups. Students will learn how the worldviews, and languages of indigenous people are renewed, sustained, and transformed through their connection to the land. Various indigenous perspectives around justice, governance and advocacy will be explored as students will look for opportunities to understand and put reconciliation into practice. Contemporary issues will be discussed from multiple view points as they pertain to shared resource management. Current legislation and social justice cases will be used to cultivate senior level social studies skills and satisfy the Indigenous Focused graduation requirement.

COMPARATIVE CULTURES 12

In Comparative Cultures 12, students will interpret cultural expressions from antiquity to the present in order to develop a basic understanding of peoples around the world. Students will explore domains of human innovation in art, science, mythology, language, government, and popular culture. By examining the course of human history through environmental and social interactions, values and belief systems, and political economies, students will gain an appreciation for various civilizations and their collective contributions to humankind. Students in the course will explore a variety of civilizations which could include Mesopotamia, Egypt, China, Rome, the Inca, Medieval Japan, and the European Renaissance.

20th CENTURY WORLD HISTORY 12

This course is designed to make students aware of the great developments which took place during the 20th Century and how they have profoundly affected our civilization and way of life. Using world events from 1919 to the present, students will examine the impacts of nationalism, imperialism, internationalism, and various political systems on people and places. Further topics of study will include the struggle for human rights, the process of decolonization, and the connection between technological innovation and its effects on the world.

LAW STUDIES 12

The Law Studies 12 course is designed to provide students with a basic introduction to the Canadian legal system. Students will examine how laws can maintain the status quo and also be a force for change. Students will learn how to debate in a structured format while providing evidenced supports for their arguments and perspectives. Criminal law and civil tort law will be the conduit in which students will identify and discuss issues of equality, justice and individual rights. Understanding how laws are interpreted over time and how societal change can lead to evolutions in legal perspectives will be an overarching theme of the course. By the end of the course students will be able to apply their understanding of law in a student led mock trial and will be expected to complete an inquiry project on an area of law that interests them.

PHILOSOPHY 12

Philosophy means “love of wisdom”. Philosophers love wisdom precisely because they do not possess it. Philosophy therefore begins with an acknowledgement of ignorance, which is the starting point for wonder, wonder at the enduring questions regarding the fundamental nature of knowledge, reality, and existence. Philosophy 12 is an introduction to the tradition and practices of philosophy that began in ancient Athens 2400 years ago. While introducing students to some of the theories of different philosophers, this course will emphasize the notion of philosophy as an activity. Through focused conversation, debate, reading, as well as reflective and argumentative writing, students will be able to become more critical, rigorous, and self-aware thinkers. In so doing, they will acquire skills of inquiry, expression, and reflection relevant to every aspect of their future studies and lives.

GLOBAL PERSPECTIVES PROGRAM

The Global Perspectives Program is a cohort-based curriculum of studies that has been designed to help students understand and thrive in the new economic reality. The program encourages exploration of global interconnection by fostering critical thinking and developing leadership skills for a dynamic, sustainable future.

Grade 11 students enrolled in the program will explore a global perspective through experiential learning of local and international issues. Students will participate in a wide array of experiences, ranging from visits to local social enterprises, economic think tanks, and corporations to overnight field trips. Students will also have the opportunity to volunteer with local organizations, engage in place-making projects, and take part in Model United Nations conferences, and assist with the Sutherland Schoolyard Market Garden. A major international trip is also envisioned as a key component of the program.



Students electing to participate in the Global Perspectives Program will be enrolled in the following four courses during one semester of their Grade 11 year:

- Contemporary Indigenous Studies 12
- Literary Studies 11
- Economics 12
- Social Justice 12

Admission is by application. Criteria includes: completion of an application questionnaire, a short student essay and a positive record of social interaction and academic performance. **Additional fees will be assessed for field trips and activities. Please note that space is limited and eligible students will be entered into a lottery for placement.**



Student Services & other Supports

STUDENT SERVICES

The school counsellors, aided by the counselling records clerk, provide a wide range of services to students. These services include:

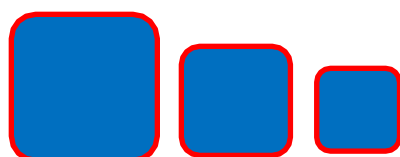
- Program Planning
- Help with academic difficulties
- Timetable concerns
- Career education
- Post-secondary planning
- Scholarship/bursary information
- Information on alternate programs (e.g. Summer Learning, Online Learning, etc.)
- Community counseling support to individuals or families.

To consult a counsellor about any of these items including personal, family, or social concerns, please make an appointment via email or through Teams message.

LIBRARY LEARNING COMMONS

The focus of Sutherland's library learning commons program is to encourage the development of independent life-long learners with the ability to adapt in an information and communication rich society. The library program assumes the responsibility of ensuring that students and teachers are effective users of ideas and information by providing:

- a library that functions efficiently as the information center of the school, both physically and virtually, in support of inquiry research and the core competencies
- intellectual access to a wide array of up-to-date information in both print and non-print formats
- physical access to information in an open, flexibly scheduled library
- leadership, instruction and consulting assistance in promoting the value and joy of reading and the appreciation of literature
- leadership, instruction and consulting assistance in the use of information and communication technology by providing in-service to teachers and instruction to students
- learning experiences that encourage students to become discriminating researchers and skilled creators of information by providing individual and group instruction
- resources and activities that contribute to life-long learning through active involvement in curriculum initiatives and individual school programs
- resources and learning activities that support the First People's Principles of Learning
- resources and learning activities that represent diversity, inclusion and adaptations



Student Course Fees

COURSE NAME	FEE
Food Studies 9	\$ 55.00
Food Studies 10	\$ 55.00
Food Studies 11	\$ 55.00
Food Studies 12	\$ 55.00
Metalwork 8 Explorer	\$ 20.00
Metalwork 9	\$ 60.00
Metalwork 10	\$ 60.00
Metalwork 11	\$ 60.00
Metalwork 12	\$ 60.00
Electronics and Robotics 9	\$ 50.00
Electronics and Robotics 10	\$ 50.00
Electronics 11	\$ 50.00
Electronics 12	\$ 50.00
Woodwork 8 Explorer	\$ 20.00
Woodwork 9	\$ 60.00
Woodwork 10	\$ 60.00
Woodwork 11	\$ 60.00
Woodwork 12	\$ 60.00
Drafting 9	\$ 20.00
Drafting 10	\$ 20.00
Drafting 11	\$ 20.00
Drafting 12	\$ 20.00
Digital Media Development	\$ 20.00
Visual Arts Explorer 8	\$ 20.00
Visual Arts 9	\$ 35.00
Visual Arts: Art Studio 10	\$ 35.00
Art Studio 11	\$ 45.00
Art Studio 12	\$ 45.00
Studio Arts 2D 11	\$ 45.00
Studio Arts 2D 12	\$ 45.00
Photography 11	\$ 45.00
Photography 12	\$ 45.00
Music 8: Concert Choir	\$ 20.00
Music 9: Concert Choir	\$ 20.00
Choral Music 10: Concert Choir	\$ 20.00
Choral Music 11: Concert Choir	\$ 20.00
Choral Music 12: Concert Choir	\$ 20.00
Music 9: Vocal Jazz	\$ 20.00
Choral Music 10: Vocal Jazz	\$ 20.00
Choral Music 11: Vocal Jazz	\$ 20.00
Choral Music 12: Vocal Jazz	\$ 20.00
Music 8: Concert Band	\$ 20.00
Music 9: Concert Band	\$ 20.00
Instrumental Music 10: Concert Band	\$ 20.00
Instrumental Music 11: Concert Band	\$ 20.00
Instrumental Music 12: Concert Band	\$ 20.00
Music 8: Jazz Band	\$ 20.00
Music 9: Jazz Band	\$ 20.00
Instrumental Music 10: Jazz Band	\$ 20.00
Instrumental Music 11: Jazz Band	\$ 20.00
Instrumental Music 12: Jazz Band	\$ 20.00
Physical Health and Education 8	\$ 20.00
Physical Health and Education 9	\$ 20.00
Physical Health and Education 10	\$ 35.00
Active Living 11	\$ 95.00
Active Living 12	\$ 95.00
Fitness and Conditioning 11	\$ 35.00
Fitness and Conditioning 12	\$ 35.00

A NOTE TO PARENTS and GUARDIANS

Although we make every effort to keep parents informed and will call when situations arise which require attention, we also encourage parents to contact counsellors and teachers whenever they have concerns about a student's progress. Staff emails are listed on the school's website under the Staff Info top tab.

Current Gr. 8 to 11s:
Course Request forms are
due to the Main office by
Friday, March 3rd, 2023

(CURRENT GR. 7'S – HAND FORMS TO THEIR GR. 7 TEACHER BY MONDAY, MARCH 6TH, 2023)

